

The **ATMA** MAGAZINE

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION
MAGISTRI  NEQUE SERVI

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MAY, 1939

THE ADMISSION OF LIGHT



Educationalism is a convenient word to describe the penetration of educational forces into fields of human activity outside the school. The aim of educationalism is the gradual clearing up leading to the admission of light. Educationalism must fail if it restricts itself to the intellectual field. The mistake has been tolerated in most school education because of its remoter contact with life. But in educationalism, where the educational forces must bear directly on life, the shortcoming is at once evidenced. Life imposes harder and swifter tests than school examinations.

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THE A.T.A. MAGAZINE

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION



MAGISTRI NEQUE SERVI

JOHN W. BARNETT, Managing Editor
Imperial Bank Bldg., Edmonton

Provincial Executive Alberta Teachers' Association

President.....Raymond E. Shaul, Esq., 10915 93rd St., Edmonton
Vice-President.....Dr. C. Sansom, Provincial Normal School,
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Past President.....Dr. M. E. LaZerte, Director, School of Education,
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Calgary District.....W. C. Frickelton, 230 11th Ave., N.W., Calgary
Edmonton District.....G. G. Harman, 10912 127th St., Edmonton

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Volume XIX

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EDITORIAL

REDUCED POSTAL RATES ON LIBRARY BOOKS

FOR several years libraries, teachers' organizations and others have passed resolutions at conventions urging the Dominion Government to give some consideration to the question of reducing the rate of postage on books circulating to and from libraries not operating for profit. At long last the point has been conceded and postmasters are informed that:

"Effective 24th April, 1939, books consisting wholly of reading matter and containing no advertising matter, other than incidental announcements of books, circulating to and from recognized public libraries, University libraries, organizations or associations not organized for profit, may be accepted for transmission to and from library patrons within the province of mailing at the rate of 5c for the first pound and 1c for each additional pound or fraction of a pound.

"The reduced postage rate of 5c for the first pound and 1c for each additional pound which must be prepaid by the library at the time of mailing, includes both the outgoing and return postage on the books.

"Recognized public libraries or other organizations or associations not organized for profit desiring to take advantage of this reduced rate of postage must make formal application to the Post Office Department, Ottawa.

"A notice giving further particulars respecting this additional postal facility will be published in the next issue of the Post Office Weekly Bulletin."

* * *

IN ITSELF the matter might be considered a mere detail considering the tremendous size of the Post Office Department as a whole; nevertheless this reduction in postage rates on library books is of great significance to the cause of education, particularly adult education. With the radio, movies, lectures by public men and from university extension departments, newspapers, study groups, etc., all contributing their quota to education, few will be prepared to dispute the contention that the written word embodied in book form remains the most effective means for securing fulsome

education. Says Bacon: "Reading maketh a full man; conference a ready man; and writing an exact man." It is neither the lot nor within the possibilities of tens of thousands of Canadian citizens to enjoy conference or indulge in writing, and with farm and other products yielding scarce the cost of production, reading of mailed books was beyond their capacity to pay; but with the new library books postage rates in effect, the joys and benefits of reading will be placed within their easy reach. Furthermore, the rates were prohibitive in a degree as far as many libraries were concerned even if the reader paid the return postage. Incidentally, of course, the new regulations will be beneficial particularly to the A.T.A., its professional library, the membership and consequently to the Alberta Educational system.

THANKS of the beneficiaries-to-be of the new regulations must be tendered to the friends of books and lovers of reading in the House of Commons who concentrated on the task of inducing the power that be to realize that the public benefits received and the pleasures given to large numbers will be entirely out of proportion greater than the net loss to Post Office revenues necessarily accruing. It is a case where the loss must be counted as gain. It was a splendid gesture for the new Postmaster-General, Hon. N. A. McLarty, K.C., to make to the cause of education, especially in consideration of the fact that the Post Office finances were in the "red". Book lovers and other educationists tender thanks therefor. The result came somewhat as a pleasant surprise to us, for unofficially advices were not very promising. Good work must have been done at Ottawa to lead to the happy result. Mr. Wm. Hayhurst, M.P. for Vegreville had a resolution advocating lower rates placed on the order paper during the 1938 session of the House of Commons and although Parliament dissolved before the resolution could be debated, he went ahead again this year in the same manner. Again Mr. R.

Pelletier, M.P. precipitated discussion on the matter when the Post Office estimates were before the House in 1938 when the House and Hon. Mr. Euler, then Postmaster-General promised "to give the matter consideration". Many members of Parliament replied to our communications asking that their interest be continued or invoked with respect to "lower postage rates on library books," promising to do all in their power in this regard. The following are included in our list: Messrs. Hayhurst, Pelletier, every other member of parliament representing Alberta (including Hon. Jas. A. MacKinnon), Messrs. M. J. Coldwell (Rosetown, Sask.) and W. Allen Walsh (Mount Royal, Que.)

Full details of the new Regulations in this regard are not yet to hand, but according to information received there will be a one way postage rate, within the confines of a Province of 3c for the first pound and 1c for each additional pound thereafter.

* * * *

SAVING THE CENTS

AS A RULE we ignore anonymous communications on the ground that a person who has not the courage to sign his name to a document is unworthy of other treatment. However, we make an exception regarding the slip given below which was enclosed with a member's ballot: our member evidently withheld his name solely in order to respect the secrecy of the ballot. He says:

"Our Alliance must have a lot of money to waste on the election when it can squander 4c on every ballot sent in by mail, in view of the fact that the voter can mail in his ballot in an unsealed envelope for 1c which amount he would readily pay for his vote."

Not so bad if our worthy member's statement were correct that a marked ballot mailed in an unsealed envelope required but a 1c stamp. But it is not correct—at least according to the Post Office authorities who definitely rule that a 3c stamp is required. In fact other years the A.T.A. Office has been compelled to pay 4c tax on all returned ballots whether sealed or unsealed, where members acted under the impression that a 1c stamp only was necessary. Much consideration was given to the matter of keeping down costs of the election, particularly the postage end. The feeling was general amongst the members of the Executive that the A.T.A. Office should bear the expense of returning the marked ballots. There were nearly 6,000 ballots mailed. Under the ordinary return postage rate a 3c stamp would be necessary for each self-addressed "Ballot only" envelope, making the total postage bill \$180.00. However, by no means every member votes: this year for example just under 3,000 voted. With a 4c charge on each one the cost of returning the ballots at 4c each was approximately \$120.00. Thus \$60.00 was saved by using the "Return Postage" permit.

* * * *

WE THANK our member for his "dig". It gives us an opportunity of answering others who, not unreasonably, may have had the same thought cross the mind, yet did not take the trouble to put down the thought on paper and send it to us. Also, possibly, this member and others who are entirely right in checking up on what appears to be poor financing, even on small items, may accept the point of view that all connected with the A.T.A. Office at all times act as conscientious guardians of the A.T.A. purse with respect to items large or small.

A FRIENDLY CONVENTION

« « «

By C. SANSOM, Ph.D.

THE 1939 Easter Convention is over, and if there is one regret that lingers, it is that all the teachers in Alberta could not have been there. It is not quite enough to say that it was, perhaps, the most "successful" convention we have ever had; it was something more than that. And if I were asked to sum up in one word that "something more", I think that "friendliness" would best express it. Visitors from neighboring provinces put us on our best behavior, and gave us a pleasing sense of having suddenly become important. Our guest speakers were a happy, gracious, friendly lot, and their geniality did much to give to the convention its characteristic tone. Even crusty old die-hards, whose faces had not been lighted up in twenty years, not at conventions anyway, were seen to smile.

But it was not alone the presence of our guests that made the recent gathering at the Macdonald one always to be remembered with pleasure. The convention reflected a spirit of optimism and hopefulness which has not always been conspicuous by its presence on similar occasions in the past. The presentation of the Illuminated Address to the Minister of Education at the banquet was the outward and visible manifestation of this new spirit. Those who were present at the convention in the same hotel four years ago will have some idea what I mean.

The central feature of the convention, of course, was the invading host of American educators (nine of them) to put before us the aims, doctrines, practices, and hopes of the Progressive Education Association of the United States, that is to say, to point out to us to what they regard as the Better Way in Education. This they did, and they did it in a way to win in conspicuous degree the respect and confidence of everyone. As a group it may be said of them that their attitude was non-militant, their claims modest, and their conclusions tentative. With possibly an exception or two they gave the impression not so much of converting the savages as of feeling their way. This did not prejudice their cause in the least before an audience of Canadian teachers.

It was not ever thus. From ten to twenty years ago, when it was my privilege to associate at times with some of the high priests of Progressivism across the line, about the last things one would be likely to charge them with were modesty of claim and moderation in statement. Whether the apparent change in this instance was due to prudential considerations or the chastening of experience it would be hard to say.

Nevertheless the fundamentals of the Progressive movement were consistently maintained. There was the same emphasis on the importance of freedom and inner discipline, and the unimportance of factual information, only to be for-

gotten anyway. Goodness, we were again reminded, is inherent in children, and spontaneously asserts itself if only it is given the least little bit of encouragement. One of the speakers told us (not bluntly like this, of course) how good his own children were because he never punished them, and how bad a neighbor's children were because their father kept them under restraint when they were at home. They would nearly wreck his premises when they came there to visit, he said.

Only in one respect did I notice what seemed to me to be a somewhat radical departure from the earlier views of the Progressive School. This was in a new emphasis on the importance of carefully formulated and understood **objectives** in educational work, and in a technique of evaluation to determine success or non-success in reaching these objectives. I may be wrong, but it seems to me that this development is one which Dr. John Dewey, the patron saint of the Progressive movement, might well regard with some degree of misgiving. Read the chapter on "The Nature of Aims" in his "Human Nature and Conduct." However this may be, here they are—aims, objectives, goals, something to shoot at, something to miss it may be, all of which constitutes, for me anyway, something of a new language in the Progressive camp. The earlier goals were usually such nebulous concepts as "attitudes", "personality", the "complete man", etc.

One of the main criticisms that has always been levelled at the Progressives in the United States by their opponents is that of **vagueness**. They were accused of not knowing where they were going. Their retort was that they didn't want to know; that they weren't interested. Direction is determined for them, not by some aim or objective lying out there ahead, but by the **results of present activity**. "Ends", writes Dewey, "function within action. They are not things lying beyond activities at which the latter is directed." Again, "in order that education of the young be efficacious in inducing an improved society, it is not necessary for adults to have a formulated definite ideal of some better state." If you don't understand this it is quite all right. Neither do I. I just wanted to exemplify the reference to vagueness. But you may find in this, if you look hard enough, the reason why the basic philosophy of the Progressive movement is sometimes referred to as the philosophy of **experimentalism**. It would be a mistake, however, to assume that the introduction of enterprises, projects, activities, culminations, or any other methodology of instruction into the schools of Alberta necessarily implies the adoption of a particular philosophy.

The matter of objectives and evaluation received a good deal of attention at the convention. Dr. Tyler, Dean of the School of Education in the University of Chicago, devoted his two main addresses largely to the problem of objectives, and the four sections of the convention on Wednesday afternoon were given over to a discussion of the new techniques of evaluation.

The Progressive Education Association is conducting an experimental study of thirty high schools in the United States, the study to continue over a period of eight years. One of the objects is to try to find out whether students who attend schools conducted along "Progressive" lines do as well in their college work as those who attend the traditional schools. The study is now in its fifth year, and so college freshmen this year are the first class to come up through all the grades of the Progressive high schools. Conclusions are tentative as yet, but they point to the fact that the products of the Progressive schools do just as well if not a little better during their Freshman year in college than the graduates of traditional high schools.

It is this experiment and the problems arising therefrom that seem to have precipitated the questions of objectives and appraisal. A committee is at work on evaluation in the eight-

year study. Dr. Tyler is the Director. Dr. Tyler told us what some of us suspected before, that it is the purpose of education to **change boys and girls for the better**. The first question to arise is, What changes will do this? This is the problem of objectives. The next question is, Have the changes been brought about? This is the problem of evaluation. This suggests that the Committee of Evaluation is not entirely satisfied with vagueness. In fact Dr. Tyler's directorship of the evaluating staff is in itself a proof of this. His own thinking is as straight as a line.

The evaluating staff has decided, according to Dr. Tyler, that there are nine kinds of changes for the better that we ought to promote in children. These changes are as follows:

1. The acquisition of ideas, facts, and information.
2. The development of the ability to do reflective thinking.
3. The improvement of work-habits and study skills.
4. Desirable social attitudes—group welfare, etc.
5. A wide range of interests—music, hobbies.
6. Depth of interest—appreciations.
7. Social sensitivity.
8. Social adjustment.
9. Emotional maturity.

Assuming that the above is a satisfactory list, it now becomes necessary to devise means to determine whether or not these changes are, in fact, being made. Are the students really growing in the power to think critically, to evaluate data, to acquire knowledge? Techniques of appraisal have to be worked out. In most of the fields excepting the first on the list the committee had to start almost from scratch. But we were assured that real headway is being made. It was affirmed that the committee has been successful in measuring change or growth with a high degree of reliability in fields that were formerly supposed to be quite too intangible for appraisal.

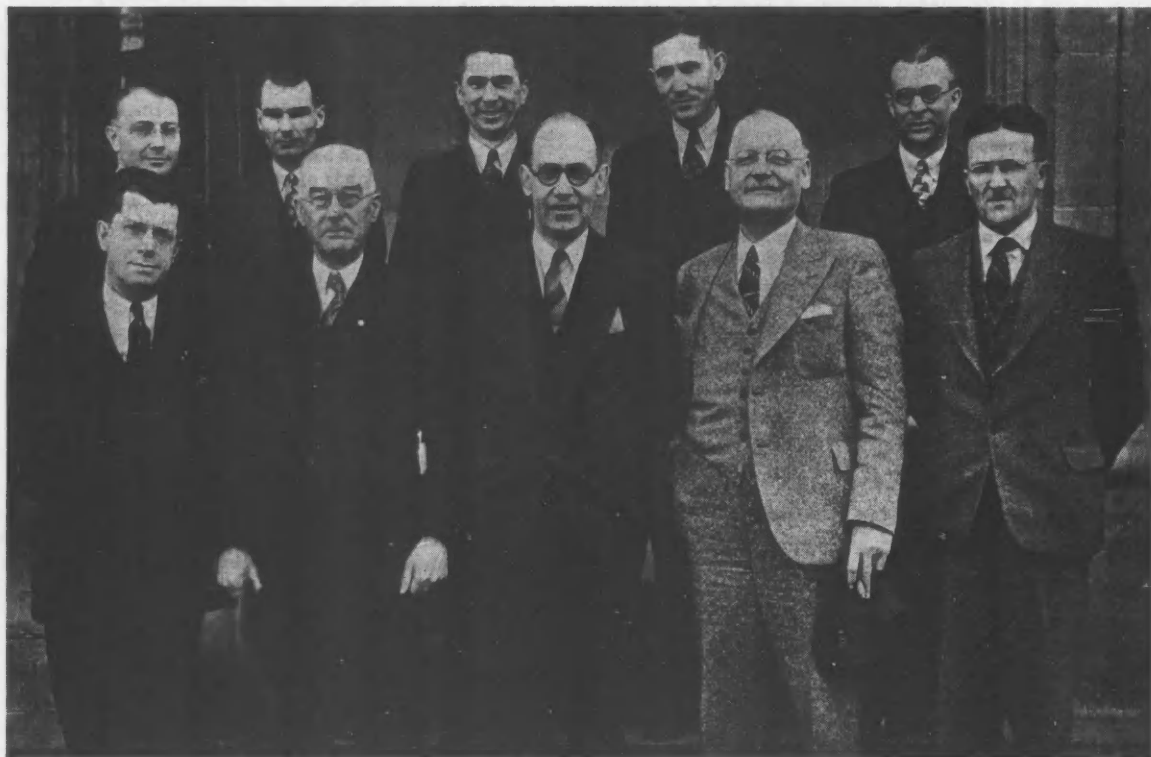
The most significant thing for us in all this is the general trend of thought. It seems to represent a departure on the part of Progressives from the theory that the outcomes of activity based on impulse are the best guarantee for effecting those changes for the better in children we regard as education.

This attempt to interpret, what, to me, was the most significant feature of the convention takes almost no account of the problem of **method**. The salient features of the teaching techniques advocated by the Progressives are already familiar to the teachers of Alberta as a result of the introduction of "Enterprises". Dr. Lane put the matter in an extreme form when he referred with approval to the rural teacher who had not called school by ten o'clock because she noticed that a certain pupil was establishing "play contacts" with the other pupils on the playground. There are probably many good "Progressives" who would not go so far as this. The school board might not quite understand. After all, most of these questions are matters of degree or emphasis. Temperance, an old Greek virtue, still has something to commend it.

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The Executive of the Alberta Teachers' Association, 1939-40



BACK ROW—W. E. Kostash, N.E. Alberta; Lynn G. Hall, Central Alberta; H. T. Sparby, N.W. Alberta; H. G. Teskey, S.W. Alberta; W. C. Frickelton, Calgary District.
 FRONT ROW—Dr. M. E. LaZerte, Past President; Dr. C. S. nsom, Vice-President; R. E. Shaul, President; J. W. Barnett, General Secretary-Treasurer; E. C. Ansley, S.E. Alberta
 ABSENT—G. G. Harman, Edmonton District.

Delegates to Twenty-Second Annual Convention, 1939



Mounted copies of this A.T.A. Convention picture (size 10" by 14") may be had by sending direct to Wm. Kensit, photographer, 10128 Jasper Avenue, Edmonton or to the A.T.A. Office, Imperial Bank Building, Edmonton. Copies are \$1.00 each.

PRESIDENT'S REPORT

TO THE MEMBERS OF THE ALBERTA TEACHERS' ASSOCIATION

LADIES AND GENTLEMEN:

During the year just ended education in Alberta has been progressing. There has been advance along many fronts. For the benefit of rural schools we have newly-created divisions, forty-four of them at the moment; for the students in school we have completed the reorganization of our courses of study; for the assistance of retiring A.T.A. members we have the very recent *Act to Establish a Teachers' Retirement Fund*. These are but three of the year's many gains.

Perfecting the Reorganization of Locals and Sub-locals.

When the divisions were created it became necessary to reorganize the locals and sub-locals. Boundaries of locals have been made conterminous with the boundaries of the divisions. One charter has been assigned to each local. The fall convention in each division has become a prototype of the Easter Convention, serving as the annual general meeting for the teachers of that division. The reorganization throughout the province has been carried through very thoroughly, even though it meant sometimes the submergence of purely local interests for the benefit of the Association as a whole.

In September, 1938, the General Secretary and the President visited the Grande Prairie-Peace River country. Teachers' meetings were held at eleven centres. Probably forty per cent of all the teachers of the area attended one or more of these meetings. A few locals and sub-locals were organized. I wish to state in passing that the enthusiasm of the teachers in these northern divisions is contagious and it belies the statement that lukewarmness in any group of schools is necessarily due to the long distance between them and the central office. There is a fine professional spirit throughout these northern districts.

One problem in organization that remains unsolved is the interlocking of the high school teachers' conventions with the general divisional conventions. High school teachers wish to attend the divisional convention for all A.T.A. business sessions. The fact that the conventions are held in different places and on different dates should make possible a satisfactory solution to the problem if all concerned are interested.

Salary Schedules.

The General Secretary will report upon salary schedules and the work done on negotiation. I wish to make only a general statement, namely, that there is danger that the rural teacher may become so engrossed in negotiating for \$840 instead of the \$750 offered, that he will lose sight of the basic fact that the \$840 itself is a disgracefully low minimum. Anyone who understands a modern course of studies and appreciates the demands made upon any teacher who is to use it intelligently, is convinced that \$840 is a wholly inadequate remuneration for the type of service demanded. How can a married man with a family be expected to live on \$2.30 per day, devote himself to study, allocate part of his income to Summer School expenses, and withal maintain a wholesome outlook upon life and society, being to the children of his school the embodiment of the joy of living. Mr. Ratepayer should know that teachers are being asked to do the impossible.

Pensions.

We are all delighted that pensions have at last been provided. Details of the plan are not given in the Act itself but will be arranged by the Board that will be appointed to administer the Act. We are pleased not only that the Government sponsored this Bill, but also that when the Act was

before the Legislature, no opposition whatsoever was registered from any part of the House.

Life Membership Certificates.

During the year life membership was conferred upon Mr. J. H. Gamble (Edmonton), Mrs. Sylvia Gidman (Taber), Miss Florence Hallock (deceased), Miss Jessie MacDonald (Medicine Hat), Miss Kate MacDonald (Medicine Hat), Mr. T. E. A. Stanley (Calgary), Miss C. B. Syer (Edmonton). New life membership certificates have been lithographed and these have been issued to all nineteen life members.

CONFERENCES WITH THE DEPARTMENT OF EDUCATION

There are A.T.A. representatives on the following committees and boards of the Department of Education: The High School and University Examinations Board, The High School Entrance Examinations Board, The Committee on Examinations, The Radio Committee, The Committee on Certification, The Revision Committee and the Committee on Re-Draft of School Grants Act. The Association welcomes these opportunities to have a hand in framing educational policies. We wish to thank the officials of the Department of Education for the consideration that is given to us and to the views of our representatives.

Committee on Certification.

The Department of Education is to be congratulated for having systematized and published the regulations governing certification of teachers in Alberta. A new set of regulations was approved by the Lieutenant-Governor in Council on June 5, 1938. Your representatives were called during the year to discuss the principles that should be recognized when applying them. In regularizing the certification of all teachers the Department of Education has endeavoured to give due recognition to each teacher for past experience and service, and to avoid retroactive restrictions. There were innumerable special cases to be considered, but your Executive believes that, in all, an honest and fairly successful attempt was made to recognize fully the principles advocated by this Association.

Radio Committee.

On September 12th, the Radio Committee was called together to decide what, if any, educational programmes should be sponsored by the Government. It was decided that broadcasts on Music and Social Studies should begin on November 1st and be continued until the spring of 1939. It was pointed out by your representatives that teachers should be given an opportunity to do the broadcasting. Part of the programme was so provided for, but part of it was assigned to non-teachers.

A second meeting of the committee was held in late December. At this meeting it was decided that certificated teachers would be given an opportunity to do all the 1939-40 broadcasting. The Department of Education will invite teachers to offer their services. Members of the Association now have an opportunity to direct all educational broadcasting sponsored and paid for by the Minister of Education. If it should happen that teachers cannot be found to do the work successfully, your representatives agree that non-teachers must be used for the work. Your case has been presented; what do you intend to do about it?

Pensions Committee.

On January 14th, the entire Executive assisted by Messrs. F. Parker, M. W. Brock and Harry Clarke, met the Minister of Education and the Provincial Treasurer in a conference called to discuss that perennial, "Pensions". The main fea-

tures of the proposed bill were discussed and several other matters of interest to our members were reviewed. Your Committee was very kindly received and, although we were told only that all matters raised would be duly considered, we left this meeting believing that the Government was convinced of the necessity for, and the fairness of, the Pension Bill.

PROFESSIONALISM

Many of you on other occasions have heard me say that the major task confronting the A.T.A. at the present time is that of making the organization as efficient on the professional side as it is on the administrative and fraternal side. There is marked professional spirit but something more is essential.

For twenty-two years the work of organization has advanced and in large measure it has been paralleled by fine professional growth. Today there is a Teaching Profession Act, a Discipline Committee, Salary Schedules, a Board of Reference, a measure of continuity of tenure and lastly a Pensions Bill. This is a wonderful record. I submit that a great responsibility rests upon the A.T.A. today to guarantee that this organization be used for the betterment of education.

Obligations to the Public.

Without taking space to elaborate upon them, one may enumerate a few of our obligations to the public. Parents are entitled to efficient service. There is inefficiency in certain classrooms. How is the Association to give adequate protection to both its members and the public at the same time? We cannot give Association aid to weak teachers when they are dismissed. It is the duty of the Executive to sift well the cases taken before the Board of Reference. This has been and should continue to be the policy of the Executive. The fact that only 27 cases were referred to the Board of Reference last summer and that only four of these cases were lost is evidence that the interests of the Association are being guarded. The Association should with the help of the Department devise ways and means of ensuring that only efficient teachers receive permanent certification.

There are times also when the Executive must challenge the rights of the public as ardently as at other times they sponsor the cause of a fellow member. Suppose, for example, that in the face of the statutory minimum of \$840 a teacher signs an agreement with a board to teach for \$750 knowing that this agreement is null and void. Is the Association to use its influence and strength to extract the extra \$90 from the rate-payers of the district, when two or three years later the teacher has decided to resign and is ready to demand full legal rights?

Are we to excuse the action of a teacher who, having accepted one position, signs a second agreement before being released from the first position? Should not we, as well as the school board, be angry when the children of a district go to school on the opening day to learn that the teacher engaged for the school has not arrived?

We are not drawing on our imagination in calling up these situations. Your Executive has faced all of them within the last year. These experiences make Executive members very conscious of the Association's obligations to the public.

Obligations to One's Own Professional Group.

There are other obligations and opportunities which relate more to one's own professional group than to the public. The Association has been doing rather fine work here. A professional library has been established. About one hundred books are in circulation and there are at this moment several reservations on nearly every one of the volumes. Money is being voted for scholarships and in the near future some action in this matter will be taken by the Committee on Scholarships. Money has been and is being spent on research.

Many study groups in the sub-locals have been organized. Many letters such as the one from which the following extract is taken come to the general office: "At the last meeting of the Bonnyville A.T.A. Sub-local held on Saturday, November 5, we decided to take 'The Teaching of Social Studies' as the topic for our study group."

One important advance the Association can and should make will result from the appointing of standing committees throughout the Province to act as fact-finding bodies on general educational matters. This Association should have research committees with up-to-the-minute data on all topics such as Visual Education, The School's Use of Radio Instruction, Educational Finance, Units of Administration, Teacher Certification, Curriculum Revision, Examinations, and Trends in the Teaching of All School Subjects. These committees should be ready at any and all times to report through the Executive to the Department of Education or other policy-making groups. Does not the acceptance of professional status as given by the Teaching Profession Act, 1935, bring automatically these obligations?

CANADIAN TEACHERS' FEDERATION

During the current year your President is President of the C.T.F. and the General Secretary-Treasurer is a member of the Executive. The business of the last conference centered around educational research. Since that time the Canadian Council for Educational Research has been appointed. The 1939 Conference to be held in Montreal in August will give major attention to teachers' salaries, salary schedules and salary negotiation. The Research Committee of the C.T.F. is responsible for assembling the report, but most of the work is actually being done by Mr. A. J. H. Powell, a committee of one, who has a comprehensive report well on the road to completion.

THE 1939 CONVENTION

This year's convention is a highlight in convention history. We appreciate very sincerely the assistance being given us by the Progressive Education Association. To Mr. Redefer, the Executive Secretary, and to all guest speakers we extend a very warm vote of thanks.

A WORD OF APPRECIATION

As retiring President I want to say that I have enjoyed my work as your Executive head. On behalf of the Executive I thank A.T.A. members for the confidence placed in and unqualified support given us throughout the two years. We are indebted to many of your colleagues who have served on committees, represented you on boards, arranged for and supervised Education Week activities, or served in other capacities.

The Alberta Teachers' Association is fortunate in having an excellent General Office Staff. The work of this Association is two or three times as heavy as many of you realize. The General Secretary-Treasurer is unceasingly directing this work in dynamic, whole-hearted fashion. As you know, it has become his life interest. This perfectly obvious fact is and should be here recorded in appreciation of the fine service given.

THE FUTURE

The past record of the A.T.A. is evidence that its methods of government and legislation were sound. It is essential that the same stability be now maintained. Close observers will have noted that during the last few years there has been a tendency to increase the size of the Provincial Executive. The creation of the forty-four divisions is likely to give impetus to local desire for representation on the Executive. A large Executive is neither necessary nor desirable. The reasons for recommending a small Executive are: first, such an Executive gives a means of direct, rapid and effective action; second, it separates clearly the Executive business from leg-

islative functions which belong to the Annual General Meeting; third, a large Executive will prove very costly if several members are touring their geographical areas at ten cents a mile allowance throughout the year. With a strong, active local Executive in each division and adequate representation of all at the Annual General Meeting, it is probably true that a central Executive of six members is required. These Executive members would visit the locals upon request to discuss general educational problems, not to organize the divisional area. The detail work of organization is the business of the local Executive and not of the Provincial Executive. The trend today is evident and it will soon prove too expensive. The Association must have a clear-cut policy and adhere to it.

The future of the Alberta Teachers' Association is ours to determine. It is our obligation to build upon the splendid work of the last two decades. A solid foundation for a real profession has been laid. That true profession will not necessarily follow automatic membership, legal professional status, tenure safe-guards and other necessary and desirable conditions of service. The ideal can be attained if each of the six thousand teachers of this Province is individually determined to contribute his best thought and effort to the cause of education,—a cause embracing both the best interests of the A.T.A. and the welfare of the children of Alberta. Again the slogan, "Security, Standards, Service."

May 1939-1940 be a banner year in A.T.A. activities!

Respectfully submitted,

M. E. LAZERTE,
President.

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BOOK REVIEW » » »

LITERATURE AS EXPLORATION

By LOUISE M. ROSENBLATT

D. Appleton-Century Company; pp. 340; Price \$2.25

Reviewed by MISS LORENE E. MAGUIRE, M.A., Edmonton

"MY AIM in this book is to demonstrate that the study of literature can have a very real, even central, relation to the points of growth in the social and cultural life of a democracy." This is the claim made by Louise M. Rosenblatt in her preface to "Literature as Exploration", a study of the problems and procedures of teaching English. This book is one of the publications of the Committee on Human Relations, a committee of the Progressive Education Association, the purpose of which is to explore the possibilities of helping young people with the problems of personal and social living.

In pursuing this aim the author attempts to reconcile the two extreme types amongst literature teachers (those who teach literature as an aesthetic experience and nothing else, and those who interpret literature only in terms of moral and social implications) by showing that literature yields its full value only when the traditional practices of teaching are modified by the implications of recent advances in psychology and sociology. In the true literary experience, by which the author means interaction between the reader and the book, "artistic sensitivity and human understanding are interdependent and mutually necessary."

As the title implies, the author's purpose in teaching literature is to assist the students in exploring the possibilities of a richer life through increased literary sensitivity. The reader explores his own nature and becomes aware of his potentialities of thought and feeling; he also explores other personalities and other ways of living, and, in so doing, extends his own experience.

"Literature as Exploration" is divided into three parts. Part I, The Province of Literature, shows the relation between literature and the "materials of human relations"; and analyses in a very lucid way the nature of literary experience. Part II, The Human Basis of Literary Sensitivity, deals with the problem of how to clarify and enlarge the student's response without destroying spontaneity. Part III, Literary Sensitivity as the Basis for Human Insight, elaborates the point already made, that English teachers must clarify their own thinking about human nature and society before they can discuss intelligently the human problems encountered in literature. In this section the author also discusses, at considerable length, some of the basic concepts of present-day social sciences, and the contribution of the experience of literature to the development of the student's personality and his ability "to think rationally within the context of an emotionally colored situation."

Although "Literature as Exploration" is addressed primarily to teachers of English in the high schools, it is a worthwhile book for any teacher who is interested in the philosophy of education. Anyone who is looking for an answer to the question, "Why teach literature?" will find it in this book. If he also wants to know what literature to teach, he will find that question answered also, not, however, by the usual lists of selected titles but by a clear exposition of the underlying principles of selection. There is very little about the "how" of teaching literature, probably because the author does not favor ready-made methods. "We can only know what, how, or when to teach", she claims, "when we know whom we are teaching."

I recommend this book to the teachers of Alberta, not only to those who believe that literature has an essential contribution to make to general education but also to those who are not quite sure what it is all about.

Report of General Secretary-Treasurer

LADIES AND GENTLEMEN:

In view of the comprehensiveness of the President's Report, one questions the necessity of a General Secretary's Report. In the former report every significant activity of the Association has been dealt with. However, it is expected, possibly, that the General Secretary's statement on the year's activities shall review certain problems from a more intimate, internal administrative angle.

ORGANIZATION:

The total number of chartered locals is fifty-five, forty-four charters are held by locals covering divisional board areas. Of the others, there is a charter for each of the Public and Separate School Locals of each of the cities of Edmonton and Calgary, one each for the cities of Lethbridge and Medicine Hat and one for each of the following areas, neither city nor divisional: Crows' Nest, Turner Valley, St. Paul Inspectorate, Fairview District and High Prairie District. Charters were issued to the five last named locals because obviously both geographically and administratively they are not capable of being included in divisional locals. A charter is also being issued to the School of Education Local (making the total 56) but the Normal School student bodies at Edmonton and Calgary have not yet forwarded a constitution for submission, nor made application for a charter. We have suggested that since the Banff-Canmore area is set off in a corner by itself, it should complete the requirements for a charter. The same has been done with the area south of the Stony Plain Division which is not yet part of a division, but in neither case have the conditions been met for issuance of a charter.

The organization work throughout the province has proceeded with considerable expedition and mostly all the divisional groups have rounded off their task. In a few cases, however, there does not seem to be that contact which would enable one to judge best how far the organization has advanced: particularly in Bow Valley and Foremost. In the latter case there seems to be great difficulty in having any general meeting of the teachers, neither does the Executive seem to be able to meet together. It is hoped that during the next year provision may be made for at least one general meeting of all the members of the staff so that their Executive can be duly elected in general assembly. With regard to Bow Valley, it was an area which seemed to be composed largely of the uninclusive portions of several other divisions; it was gazetted at the last moment and much is to be said for the persistent attitude of Mr. Allergoth, the president-elect, for the present (all things considered) satisfactory organization in the Bow Valley Division.

There is very little homogeneity throughout the province with respect to the number of sub-locals affiliated in each local. One or two, such as Berry Creek, Tilley East and Cypress have no sub-locals. On the other hand, we have a number in the more populous areas where there are as many as seven or eight sub-locals.

The Executive has always taken the position that wherever it is possible for a sufficient number of teachers to gather together to form a quorum, say six to twelve members, there a sub-local should be organized. It seems necessary once again to stress the importance of sub-locals. Now that the locals cover wide areas, in most cases coterminous with the school divisions, it is very difficult generally for the teachers in outlying parts of the local area to travel to the centre of the division, hold the meeting and get back home in one day. It is too much, almost, to expect a member under ordinary circumstances to undergo the trouble and expense of travelling

a long distance to a central meeting place within the division. Therefore general meetings of the local can be called only at convention time or in time of crisis when no other course is open. This means that the real gatherings of the rank and file of our members are the sub-local meetings. The sub-local should serve a real need in the social, educational and professional life of the teachers in the area. The programme of the meeting may be planned according to the wishes of each small group—business, study group, discussion of sports, etc., benefit dance, or other social enjoyments.

Although the executive council of the local only is empowered to contact headquarters (e.g., appoint delegates to the meeting, etc.), the executive council could not, as a general rule, act on its own initiative in these respects: that is to say, its action should result from discussion in the executive council with the councillors from sub-locals who, in turn, should secure their direction from the sub-local meetings. Ours is a democratic organization; therefore any tendency should be discouraged of executives of locals to assemble together, send in resolutions or criticism relative to policy, curricula, and any matters pertaining to the teachers' cause or education, or otherwise pledge the attitude of their membership as a whole unless the matter has been initiated or discussed by the rank and file of the members in the sub-locals. The duty of the executive council of the local therefore is to crystallize, consolidate and implement the opinion of the entire membership of the local. Official communications to local executives are also sent by Head Office to the sub-local secretary with the sole intention of hastening procedure in getting provincial matters before the rank and file of the membership: that is to say, the purpose is to enable sub-local officers to call together their group for the purpose of instructing the district councillor as to the views of the local when the district councillor attends the executive council meetings. In turn the sub-local councillor carries back to his sub-local meeting reports of the actions and decisions of the executive council of the district local. All in all, therefore, the sub-local is the keystone of the A.T.A. provincial organization.

MEMBERSHIP:

The total number of members in good standing at the present time is 5,844, of whom 12 are optional members, chiefly members of the School of Education staff and of the Normal School staffs. In addition to the above there are 366 provisional members, consisting of 171 from Calgary, 176 from Edmonton and 19 from the School of Education, University of Alberta.

SALARY SITUATION:

During the year the salary situation has improved slightly, generally throughout the province. The following shows the state of fluctuation of teachers' salaries since 1921:

1921-	—\$1179.04	1930-31—	\$1018.32
1922-	— 1129.87	1931-32—	926.85
1923-	— 1060.35	1932-33—	841.57
1924-	— 1029.97	1933-34—	738.29
1925-	— 1032.80	1934-35—	722.92
1926-27—	1033.57	1935-36—	730.74
1927-28—	1027.63	1936-37—	752.07
1928-29—	1055.77	1937-38—	777.76
1929-30—	1058.73		

It is obvious, therefore, that the salaries of teachers have been slowly on the upgrade since 1935, although the increase year by year is disappointingly small.

The President has stressed in his report the fact that the modern course of studies makes increasing demands on the teacher; the Department of Education is steadily increasing the load in Summer School courses, and possibly the eco-

economic position of the teacher now who wants to keep up to date is worse than it was during the very worst days of the depression. There is one very disappointing feature manifested when negotiating with divisional school boards—in many cases the fact does not seem to be recognized that a teacher cannot live satisfactorily on salaries which have been prevailing for many years past, if that teacher is to incur the necessary expense of equipping himself for present-day demands in education.

Another fact which has to be borne in mind is that the deplorable economic condition of teachers during recent years has had a marked effect on the supply of teachers. Last year when the schools were re-opened in the fall, scores of schools were without teachers. It is submitted that there is one reason, and one reason only, for this scarcity—the fact that people cannot be found who can live on the salary of the rural teacher and at the same time keep themselves up to date with modern educational demands.

To take care of the shortage last year the Department did the obvious thing immediately practicable; they admitted teachers from other provinces and allowed certain other ex-teachers in Alberta whose certificates had lapsed, to come back to teaching. The whole situation should have worked out in a far more favorable way for the teachers than was the case. Many, realizing the demand for teachers exceeded the supply, refused to continue with their school board at the old rate of pay. In many other cases they had offers of better schools at a rate as high or higher than the minimum salary, and after negotiation the school board agreed to pay them such minimum salary to retain their services. In certain cases a new contract was signed at \$840; in others the school board merely refrained from seeking the authority of the Minister to pay a low rate, thus automatically placing the teacher on the minimum salary basis.

Many teachers felt well satisfied with the turn of events, feeling assured that they had bettered their salary for one year at least. However, they received a very rude shock when the school divisions were established. Somewhere around February or March the divisional school boards notified them that the Department had sanctioned "payment" at a lower rate than \$840 from and after the first day of January of the present year. This communication was a distinct shock and teachers immediately sent urgent representation to us to look into the matter on their behalf.

On inquiry it appears that after the divisions were established the Department sent a letter to the secretary-treasurer of each newly established divisional board to which was attached a list of the school districts included within the division, together with the rates of salaries authorized to be paid in accordance with the proviso to subsection (2) of Section 161 of The School Act. The letter also advised the board that where the list showed that no authority had been given the divisional board be "responsible for payment of teachers' salaries at not less than \$840 from the date on which the divisional board took over the responsibility of operating schools within the division, and the local board will have been responsible for paying at the minimum rate of salary of \$840 throughout the December term of 1938." That was fine, but then the letter went on to say: "Should the divisional board, on consideration of the financial position of the division, feel that in any of the districts a lesser salary than that provided for in Section 161 of The School Act as the minimum salary is justified, they will have the right to make application to the Minister for permission to pay at a lower rate of salary throughout the whole or part of the June term of 1939."

The divisional boards interpreted this letter as a hint that they should seek the authority of the Department to lower the salary of these teachers who had thought they had secured a raise in September: then along came the surprise and the

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divisional boards made haste to act accordingly. The Department's letter also stated that the Minister had no authority to make his permission in this regard retroactive. Notwithstanding this, in a number of cases brought to our notice the letter granting authority to pay below the minimum actually gave authority to pay a lower rate from and after a date previous to the date of the letter granting the authority. Cases have actually been brought to our attention where the individual school district, in the fall previous to the establishment of the division, had sought the authority of the Minister to pay a rate lower than \$840 but had received no such authority; however, after the establishment of the divisional school board, authority was given to the latter.

One can appreciate the difficulty of the Department in this matter. Salaries were on the upward trend: teachers had more bargaining power due to the demand for teachers being greater than the supply. One significant ground for opposing the larger unit was that "it would be more expensive", consequently if the total expense for salaries throughout a division were greater than the sum total of salaries paid by the individual boards throughout the area during the year previous to the establishment of the division, there would be considerable point to the argument of the opponents of the large units. Again, presumably, certain rural school boards, anticipating being taken over by a division, were not so keenly disposed to haggle over an increase in the teacher's salary and therefore agreed to a higher rate, adopting the attitude—"We should worry, the divisional board will have to pay it, not ourselves." Doubtless that correctly diagnoses the situation in many cases.

However, our experience is that although there may have been cases where the teacher might have been inclined to collude with the board (in anticipation of the establishment of a division) I am convinced that in the great majority of cases the increase in the salary of the teacher was obtained by the teacher on absolutely irreproachable grounds. In other words, these raises in salary were genuine business transactions, the teacher being determined to raise his salary or go somewhere else, without any regard to there being any establishment of the divisional board in the offing.

It is an open secret also that many school boards, before coming into the division, saw to it that all the balance of cash on hand, or a substantial portion thereof, was disposed of rather than handed over to the divisional board. Of course, it must be admitted that in certain cases the available cash at the disposal of the divisional board after it took over was so lessened by this procedure that it tended to embarrass the divisional board. The divisional board had no power whatsoever to revoke these last-minute dispositions of cash on hand—purchases of equipment, etc. Neither had the Department any authority to revoke these acts. However, it does just happen that these incurred expenditures and teachers' salaries seemed not to be in the same category—Why? is the question—and the Department, doubtless for the best of motives, acting in the interests of the economy of divisional boards, by departmental authority offset these increases in expenditure for teachers' salaries.

One could hardly protest this action if it were established that the salary of the teacher were raised, not by negotiation and adjustment between the teacher and the board, but by the teacher's being unaware that his school board has merely neglected to seek the necessary permission, and thereby automatically securing—for want of a better phrase—a "hand-out". It is submitted, however, that in its working out, a great injustice was done to a large number of teachers who, acting in good faith from sound business motives, deliberately entered into a new bargain with the school board.

It was never anticipated that the change in the Statutory Minimum provision in The School Act, of the words "engagement at a smaller salary" to "payment at a lower rate of

salary for a specified time" gave the Department any more authority than it had previously to intervene in the matter of contractual relationships between teachers and school boards. We understood that the sole purpose of the change of the word "engagement" to "payment" was merely to give the Department authority to regulate the salary situation when a new teacher was engaged, or at the close of a year between June and September. It was never anticipated that the section would be interpreted to mean, for example, that if a teacher executed a contract in the month of September or August, at say \$840, the Department was empowered during any period that the contract was in operation during the teaching year to notify a board or a teacher that the salary provided for in the contract "is hereby changed to a lower rate than \$840" or any phrase having a like effect.

Protests came from individual teachers as well as from executive councils of locals, and the sole purpose in including this statement in the General Secretary's Report is to give our membership an account of the situation in this regard as the A.T.A. Executive sees it, and at the same time assure the membership that the Executive did all possible to rectify what it considered to be a very important development to the disadvantage of teachers.

The advent of the larger school division had been looked forward to with happy anticipation by teachers of Alberta. They are as anxious as, possibly more anxious than, any other body for this great reform to become effective and the operation of the Act to be as smooth as possible in its working out. On the other hand, teachers who have suffered disappointments of this kind may be excused for protesting against any tendency to popularize the new large divisions in large part by and through reduced salaries of teachers, particularly in the first year of their existence.

Several group meetings were held throughout the province during the fall and winter of representatives of salary schedule committees throughout the divisions. The record of the proceedings of these meetings has been found invaluable by various salary schedule committees in developing a degree of homogeneity with respect to salary schedules to be adopted by divisional boards. The indefatigable work of the members of the Salary Schedule Committee, Messrs. Shaul, Harman, Kostash, Powell, Sansom and Ansley is well known to you, the interim and final reports having been forwarded to the various locals and sub-locals throughout the province.

LAW COSTS:

Members will note that the Adjustment of Grievances and Law Costs Account has been very radically reduced since the inception of the larger divisions. As a matter of fact the promise is that the old situation where the rural school board frequently adopted the attitude, when there was a dispute between the teacher and the board, "All right, if you can get it, go after it," thereby precipitating appeal to the courts, is becoming a thing of the past. Experience is proving that when there is a dispute between a teacher or teachers and the divisional board, the board and superintendent, together with the secretary, have been disposed to face the situation, discuss the item in dispute in the light of reason and law, and arrive at a compromise or settlement acceptable to all parties concerned.

THE SCHOOL DIVISION:

It is with pleasure that it can be reported that the prognostications of happy relationships between the Association (local and provincial) and the divisional school boards, as set forth in the General Secretary's Report to the last Annual General Meeting are being fully realized. The best of relationships now prevail between the newly established divisional boards and the Association and the secretaries of the new divisions deserve the thanks of the Association for the co-operative spirit displayed towards the A.T.A. office. The

happy tendency is for the boards to invite representatives of the Central Executive to meet with them, generally informally, on all occasions while they are in session.

There is one rather disappointing feature in the salary negotiations between the divisional boards and the teachers, and that is that several of the divisional boards seem indisposed to recognize for serious consideration the principles outlined in the memorandum drawn up by representatives of the A.T.A. and the Alberta School Trustees' Association.

In practically all cases the newly established divisional boards are disposed to adopt a very friendly attitude towards the representatives of their staffs elected to negotiate salary and other matters with the boards.

AMENDMENTS TO THE SCHOOL ACT:

One amendment to The School Act not sought by the Association, to which no particular objection was raised by the Association, was that to Section 157, Subsection (1), paragraph (b). A proviso was added to this paragraph so that it now reads:

"(b) that no notice to terminate a contract which takes effect in any month except the months of July and August shall be given by a teacher without the approval of the Minister previously obtained;

"Provided that any notice to terminate a contract which takes effect in the month of August shall be given to the Board on or before the preceding twentieth day of July."

Your Executive made urgent representations to the Minister of Education that, as the teachers are disfranchised in most cases with respect to school board elections, teachers occupying a residence in the district should be entitled to be considered electors. The Minister seemed to favor the principle; however we understand unofficially that this matter is held over for a year. A resolution is on the order paper regarding this matter and the Association will have an oppor-

tunity at this Annual General Meeting of reaffirming their request in this regard.

The A.T.A. also presented the resolution passed at the last Annual General Meeting asking for a board to be established to deal with the matter of training of teachers, certification, etc., on which board the A.T.A. would have representation. We also requested representation on the Liaison Committee which functions between the School of Education of the University of Alberta and the Department of Education. These requests also received a very sympathetic hearing.

FACULTY OF EDUCATION:

Following the endorsement of the last Annual General Meeting the Executive was instructed to take all possible steps to establish a Faculty of Education at the University of Alberta. Those who have looked closely into the question are convinced that the School of Education as at present organized cannot possibly fulfill the function for which it was originally established—to take care of the provincial need for high school teachers. A series of articles developing the case for the A.T.A. have appeared in "The A.T.A. Magazine" and so further comment here is unnecessary.

The A.T.A. representative on the Senate laid the problem before the Senate of the University at a meeting held on December 9th, 1938 with the result that a committee was appointed, consisting of the Deputy Minister of Education, the President of the University and certain other members of the University staff, to look into the whole problem and report back to the Senate. The request of the Association that they be given representation on this committee was not acceded to; however the Association was accorded the privilege of sending a written brief to the committee and afterwards of sending representatives to appear before the committee and argue the case. At the time of writing we do not think this committee has completed its report.

OPPOSITION TO THE LARGE DIVISION:

As was expected, there continues to be a certain amount of opposition from certain sections of the communities of each school division; and it is apparent also that there is a certain amount of political propaganda being developed from outside. Charges of fascism, bureaucracy, undemocratic, Americanization, etc., are flung out over the radio and also passed along by parties whose interest seems to be more to

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APPLY TO REGISTRAR FOR RATES

develop party political advantage than to consider the interest of the boys and girls of Alberta. Somehow these people are able to secure the wherewithal to pay the cost of renting broadcasting facilities to vent their spleen on the progressive step taken in Alberta in entirely reorganizing the administrative system of education of the Province. As a matter of fact, it does not require a very intimate knowledge of the problem to be able to refute the loose charges hurled around. In addition to this, one reads from time to time letters sent to different "Mr. Editors" throughout the Province complaining about heavy increase in mill rate which has to be borne by particular school districts when included in larger divisions.

As Macaulay might say: "Any school boy who has an average I.Q. and has examined the matter knows very well that there are just as many school districts throughout any division whose mill rates are considerably lowered immediately they become part of a division." Any school boy knows that the term "average" means a mean or medial amount, and that, for example, a flat mill rate applied to a number of school districts must mean that some school districts now paying a low mill rate are required to step up to the average and a number of districts with a high mill rate would step down to the average. Here human nature comes into play, and so no complaint whatever is heard from the school districts whose mill rate has come down to the average. Of course the wealthy school districts whose assessment was such previously as to enable them to finance their schools with a very low mill rate of three to six, have complainants in their midst whose tax bill calls for them to pay the average mill rate set for the whole division.

As a matter of fact, one of the fundamental purposes for grouping a number of school districts, sixty to eighty, into one taxable area was to do this very thing—to provide that those who are comparatively wealthy bear a little greater burden in order that those districts less favorably circumstanced financially might be able to carry on their schools in a measure conformable with the wealthy districts. It is suggested that what complaints there are come from the wealthy school districts and that certain parties, presumably to obtain political advantage, are playing on this natural tendency of those whose whole investigation and viewpoint on the matter is regulated—yes, governed entirely—by consideration of the grouping of schools adversely affecting their own pockets.

It has been suggested that the A.T.A. should enter the radio broadcasting "ring" and reply to these superficial addresses over the radio and complaints in the press from citizens who, by reason of fortunate location in wealthy school districts, have not been bearing an equitable share of the cost of upkeep of the schools of the Province. The propaganda value of these broadcasts is somewhat problematical. There are a few outstanding cases of masses of people being much affected by addresses over the radio. We venture to suggest, however, that unless the broadcasts be by a leader of a political party or some very outstanding personality, the majority of the people just give a twist to the dial and listen to something that captivates their interest. People do not, generally speaking, plan to listen to political broadcasts on abstruse questions. However, we are of the opinion that a much more effective and less expensive method of offsetting the effect of radio broadcasts of the type previously referred to, is for the teachers themselves who collectively meet and speak with more citizens than are reached by radio broadcasts of this kind, to inform themselves fully of the true state of affairs and, whenever opportunity serves, give the man on the street a correct slant on the whole business.

We have found few people who, being correctly informed as to what the larger unit of administration means—how it has been able to give the children throughout any division a finer type of education than was possible before, without additional cost, often at lower cost; how it has more evenly

distributed the burden of upkeep of the schools, etc.—but admit wholeheartedly that the new unit is a splendid reform and that it should be supported by all parties who have at heart the interests of the public and the pupils. And so we suggest that articles such as those referred to in "The A.T.A. Magazine" written by Dr. Sansom, should be scanned by the teachers of the Province. The opinion contained therein is unquestionably reliable and the figures given and the arguments advanced are set forth by one whose clarity of mind, freedom from hide-bound tradition, and knowledge of the educational systems of this Dominion, this Continent and throughout the world is second to none. The teachers of Alberta are interested in the welfare of their charges more than in the size of their salary cheques. In some divisions naturally, they are a little disappointed at the salary schedule they have been able to negotiate with their school board; some teachers have received a little higher salary, others the reverse when the schedule went into effect; but in a broad way they are more interested in seeing that the boys and girls get justice than in immediately securing any personal advantage. Some teachers whose pay cheques have come down to the average salary paid to the teachers have just as much ground for damning the larger unit as have the ratepayers of wealthy school districts whose mill rate has been forced to come up to an average mill rate.

It is very encouraging that the great educational reform in the Alberta administrative system is drawing favorable comment from all parts of the Dominion. Whether or not other provincial governments will have the courage to go ahead remains to be seen. In the meantime, much favorable publicity is being given to the larger unit idea. A recent editorial in the "Liberty Magazine" makes the following statement: "No figure in Canadian history has aroused more bitter enmity on the one hand and more faithful loyalty on the other than Alberta's Premier Aberhart. Yet, long after the loyalties and the enmities engendered by Social Credit have been forgotten, Mr. Aberhart will be remembered as the great emancipator of Canadian education. He has blazed a new trail for all the provinces to follow in eliminating costly, wasteful, inefficient school governments. The resultant pattern represents a maximum of centralized management together with a minimum of political 'meddling'."

"Our school teachers are entrusted with the greatest task within the nation. Yet we shamefully underpay them for their services. In the Province of Saskatchewan, for example, more than half of all teachers are receiving less than \$500 a year and some 23 per cent are receiving less than \$400 a year.

"How much longer can we expect the best talent to be drawn into the teaching profession when such starvation salaries are offered? By following Alberta's lead in jettisoning excess school governments it would be possible to increase teachers' salaries and pass along a saving to the taxpayer.

"We have made our youngsters heirs to the learning of all the ages. We have provided equality of opportunity for all. In a world of dissolving democracies, of state-imposed illiteracy, and of resurrected barbarisms, our priceless heritage of educational freedom must be preserved intact.

"A new Canada is being born within the classrooms of the nation. Will it be a braver, wiser, richer Canada? Then let us see to it that the calibre and character of our teachers are maintained at the highest level. How can our teachers be expected to transplant in youthful minds the vision of this glorious land of promise when starvation salaries force them ever closer to the rag end of the living scale?"

All of which will be endorsed 100 per cent by the educationists of Alberta.

Respectfully submitted,

JOHN W. BARNETT.

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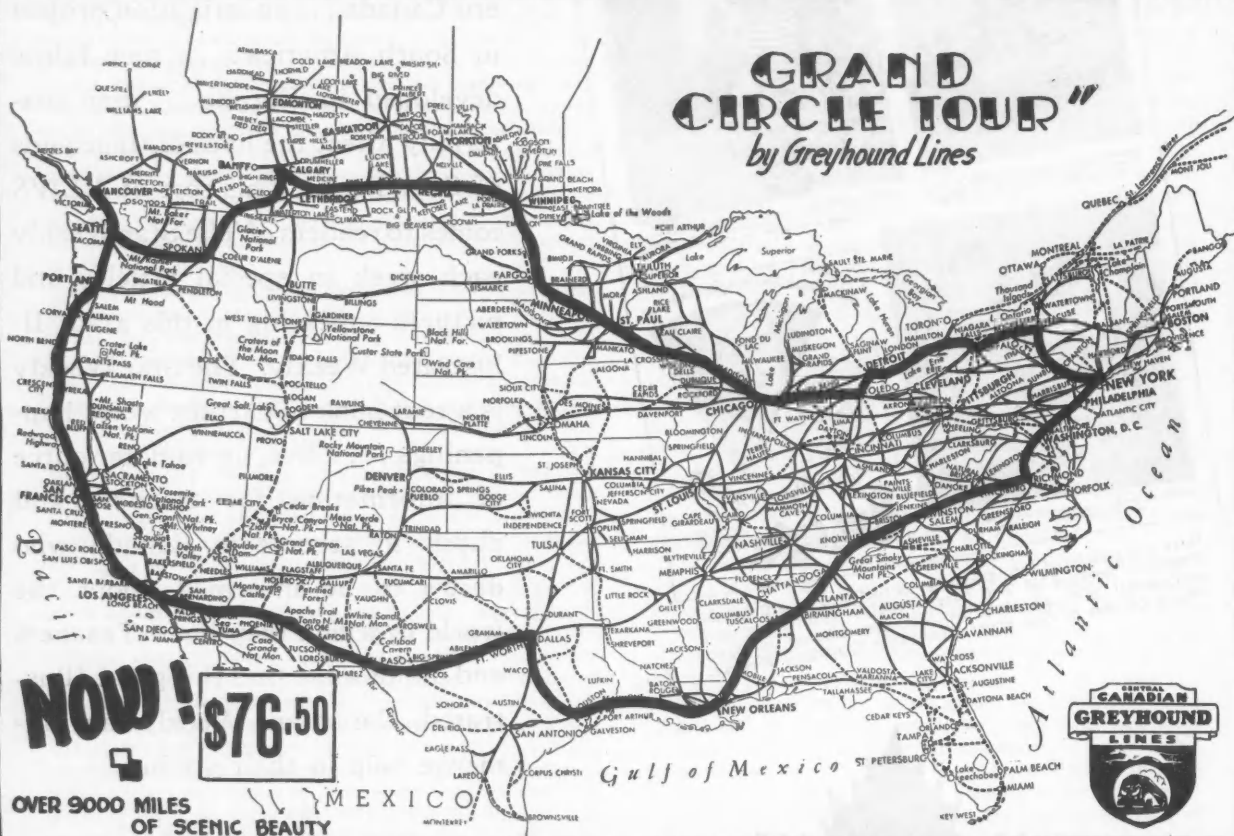
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Resolutions Passed at the 22nd Annual General Meeting

DISTRICT REPRESENTATIVES

WHEREAS it has been the policy of certain Geographic Representatives to hold joint meetings of Delegates of District Local Executives, within their territory, to discuss matters of common interest; and

WHEREAS we feel that such meetings are very beneficial;
BE IT RESOLVED: that the Geographic Representatives be instructed to continue this work.

—Vermilion Local Association.

TEACHERS REQUIRING HELP

BE IT RESOLVED: that the Provincial Executive require any teacher who wishes legal help from the Central Office to have his case sponsored by some responsible body such as the Executive Council or the Salary Negotiating Committee of the School Division in which the teacher is employed.

—Edmonton Local Association.

FINANCIAL STATEMENTS

RESOLVED: that the Executive Council authorize the Finance Committee to consider the matter of financial statements for the Annual General Meeting and that recommendations be brought before the next Annual General Meeting.

ISSUANCE OF CHARTERS AND CERTIFICATES

WHEREAS both male and female members of the Association are equally professionally engaged and interested in elementary, intermediate, technical, vocational, commercial or high school educations and that, therefore, official groups only should be recognized as such, which enable teachers engaged in such natural professional, educational divisions, to discuss and form opinions with respect to their particular professional branch; and

WHEREAS it is the opinion of the Association that parallel meetings, discussions and conclusions arrived at by several parallel groups in the same centre with respect to professional academic questions must tend inevitably to render difficult and cumbersome the harmonizing of viewpoint or crystallization of opinion on matters of common interest to all members engaged in one centre in such particular division of professional service;

THEREFORE BE IT RESOLVED: that while heartily approving of the formation amongst our members of men's and women's clubs, etc., the spirit and intention of which are to develop social activities and a fraternal atmosphere, it is considered inimical to the welfare of the teaching profession of the Province to encourage or countenance officially or constitutionally groups organized on other than professional lines; and

FURTHER BE IT RESOLVED: that the Executive be and is hereby instructed to refuse to issue charters or certificates to men's or women's groups or in any other way to recognize such groups either as Locals or Sub-locals of the A.T.A.

POWER OF SUB-LOCALS

RESOLVED: That we approve continuation of the policy of the Local Association organizing conventions and affairs of general interest within the area served by such Local Association.

A.T.A. MAGAZINE

RESOLVED: that the A.T.A. announce all worth-while educational radio broadcasts through the medium of the Magazine.

—Two Hills Local Association.

FRANCHISE FOR TEACHERS

WHEREAS under The School Act the definition of the term "elector" does not apply to a teacher unless he happens to be the owner or tenant of assessable property or a relative of the owner or tenant of assessable property residing with such owner or tenant; and

WHEREAS according to The School Assessment Act neither a farm house nor a teacherage in which the teacher may reside and pay rent therefor is held to be assessable property; and

WHEREAS it has been held by the Department of Education that a teacher who pays room rent in a private house or rents a room at an hotel within the school district does not thereby become entitled to be considered an elector; and

WHEREAS the effect of the above is to disenfranchise practically all teachers throughout the Province, except in the case of cities where the city charter may have less

stringent conditions with respect to eligibility for voting in school board elections;

THEREFORE BE IT RESOLVED: that the Government be urged to make the necessary amendments to the statutes so as to give the franchise in all elections to all teachers of adult age.

—Lamont Local Association.

CITIZENSHIP RIGHTS FOR TEACHERS

RESOLVED: that the Premier be petitioned to pass legislation whereby School Boards might be prevented from discriminating against teachers who take part in politics or are elected to the Provincial Legislature or the Dominion House of Commons or to any other governing body.

—Edmonton Local Association.

FACULTY OF EDUCATION

WHEREAS the Provincial Normal Schools of Alberta are limited to the training of teachers to teach up to and including Grade X; and

WHEREAS the entrance requirements to the School of Education, University of Alberta, to wit, a Bachelor of Arts Degree, discourage registration at the said school, so that an entirely inadequate supply of High School teachers is being provided; and

WHEREAS Education has been recognized by law as being on a par professionally with Law, Medicine, Engineering, etc.;

THEREFORE BE IT RESOLVED: that the Alberta Teachers' Association request the authorities of the University of Alberta to establish a Faculty of Education, on a par with other faculties of the University.

—Edmonton Local Association.

CERTIFICATION

WHEREAS there are a number of teachers in the Province who hold second class certificates and have taught successfully for years;

BE IT RESOLVED: that special professional courses, arranged by the Department of Education, be allowed these teachers to raise their certification, other than the regular Grade XII subjects now demanded.

—Drumheller Local Association.

* * * *

WHEREAS the changes in curricula and new requirements for certification of teachers necessitated further and detailed study of methods and subject matter;

BE IT THEREFORE RESOLVED: that the Department be hereby solicited to admit of teachers initiating courses to be arranged by the Department at such places and times as are deemed expedient; and that for such courses, so approved and arranged, certificates shall be granted by the Department, credits for which shall be interchangeable with, and equivalent to those granted for Summer School courses.

—Calgary Local Association.

* * * *

WHEREAS in the past three years the Department of Education, through regulation, has raised the teaching standards; and

WHEREAS this move has forced many teachers out of the profession, thereby creating a shortage which has necessitated the bringing in of teachers from other provinces and the granting of interim certificates;

BE IT RESOLVED: that this A.G.M. vigorously protests the granting of interim certificates to ex-teachers;

AND BE IT FURTHER RESOLVED: that the A.T.A. urge a working agreement with the Department of Education whereby the A.T.A. has a voice in regulating the importation of teachers from other provinces.

Drumheller Local Association.

SUMMER SCHOOL

WHEREAS the administration of many Summer School courses leaves much to be desired; and

WHEREAS too much time is needlessly wasted over routine procedure;

BE IT RESOLVED: that the A.T.A. Executive endeavor to influence the directors of the Departmental Summer School so that teachers may be able to prepare matters of theory extra-murally and thus leave the bulk of the time for practical demonstrations and practice under ordinary classroom conditions.

* * * *

WHEREAS many teachers desire to avail themselves of Summer School courses; and

WHEREAS at present much of the first week is spent in registration of students and organization of courses; and WHEREAS this causes inconvenience and dissatisfaction among students; and

WHEREAS the said courses could, if organized in advance, be completed in four weeks; and

WHEREAS students, to get full benefit from their courses must do preliminary reading; and

WHEREAS many teachers need more than three weeks' holiday to be in condition to do a satisfactory year's work;

THEREFORE BE IT RESOLVED: that the Department of Education complete the organization and publish a list of all texts and reference books for the prescribed courses, the said list to be published in the A.T.A. Magazine by January 1st of each year;

AND BE IT FURTHER RESOLVED: that Summer School courses be cut to four weeks with regular work starting directly on the first morning of the said courses.

WHEREAS Edmonton is not centrally located in the Province; and

WHEREAS many of the Summer School courses are already being offered at Calgary;

BE IT THEREFORE RESOLVED: that the A.T.A. urge that a Primary Course be offered at the forthcoming session of Summer School in Calgary. —Killam Local Association.

WHEREAS the Summer School courses of the Department of Education are for the purpose of raising the general teaching standard of the Province;

THEREFORE BE IT RESOLVED: that the Alberta Teachers' Association urge that the fees be reduced to \$5.00 for a single course with a maximum fee of \$10.00.

WHEREAS the new plan of certification calls for increasing Summer School work in options; and

WHEREAS such requirement is a serious financial problem for the teachers; and

WHEREAS the strain of Summer School every year endangers the teachers' health and efficiency;

THEREFORE BE IT RESOLVED: that this Convention approve that the present trend toward granting credit for extra-mural work be increased to include a greater number of optional courses.

WHEREAS many teachers are now capable of teaching certain optional subjects without further instruction by Summer School;

BE IT THEREFORE RESOLVED: that examinations be set in optional subjects by the Department which can be taken by all teachers who wish such teaching credit and that such candidates as are successful on the examination be awarded a certificate for teaching such option.

WHEREAS other western universities give scholarships to teachers who wish to improve their university standing;

WHEREAS the present University Summer School is made to pay its own way; and

WHEREAS many teachers find it difficult to do post-graduate work extra-murally because the present arrangement makes it impossible to organize a satisfactory program of post-graduate work;

THEREFORE BE IT RESOLVED: that the Executive of the Alberta Teachers' Association be instructed to set up a committee to investigate this situation in Alberta in the light of the practice in other provinces and report to the Executive Council.

RESOLVED: that the Department of Education be urged to provide a course in Mental Hygiene at the forthcoming session of Summer School.

DOMINION AID

WHEREAS Education is a service of supreme national importance, having an important bearing on the future progress, unity and well-being of Canada; and

WHEREAS it is in the interests of all Canadians that adequate educational facilities be provided in all Canadian provinces, it being estimated that at least one person in

every three resides in a different province to that in which he was born; and

WHEREAS the Dominion Government has shown, by the Agricultural Instruction Act of 1913 granting \$10,000,000 in aid of Agricultural Education and the Technical Education Act of 1919 providing \$10,000,000 for Technical Education together with a further grant of \$750,000 for the same purpose in 1931, that it recognizes:

- (1) That Education is an interest of Canada as a whole;
- (2) That the financial resources of the provincial governments do not permit them to undertake unaided a complete system of education as it has developed and must continue to develop in the interests of Canada as a whole; and

WHEREAS it is generally conceded that equality of educational opportunity is impossible throughout the different provinces, either in whole or in part owing to:

- (1) The constitutional limitations with respect to taxation within which each province operates;
- (2) The taxable capacity of the several provinces which varies so greatly (as greatly almost as between school districts and between municipalities throughout a province) as to prevent certain provinces, individually and unassisted, from equalizing educational opportunity at a level high enough to safeguard national interests;

THEREFORE BE IT RESOLVED: that the Alberta Teachers' Association go on record as advocating that the Dominion Government be urged to take steps to furnish a basic educational programme for all Canada by granting subsidies to the several provincial governments to supplement provincial government grants to local educational authorities and the proceeds of direct taxation within such local educational bodies.

—Edmonton Local Association.

TRANSFER OF TEACHERS

WHEREAS it is the policy of some Divisional Boards to shift teachers several times during the summer months; and

WHEREAS this works a hardship and inconvenience on the teacher;

BE IT RESOLVED: that the teachers be given notice of at least two weeks of transfer by the Divisional Board.

—Vermilion Local Association.

RESOLVED: that it is the opinion of the Alberta Teachers' Association that in case of transfer of teachers within a division, the transportation and other attendant expenses of removal should be borne by the divisional board.

—Executive.

SUBSTITUTE TEACHERS

RESOLVED: that in the opinion of this Annual General Meeting the provisions of The School Act with regard to the hiring of substitute teachers should be more rigidly enforced.

AND BE IT FURTHER RESOLVED: that the Executive be instructed to obtain a ruling from the Department of Education as to what constitutes a substitute teacher, the terms and conditions of his employment.

SALARIES

WHEREAS the amount of work and responsibility are basic factors in establishing a salary schedule for teachers; and

WHEREAS these factors are uniform throughout the Province;

BE IT RESOLVED: that the Executive continue to work with a committee of the Alberta School Trustees' Association to formulate a salary schedule for the use of all divisions within the Province.

—Vermilion Local Association.

WHEREAS the statutory minimum salary of teachers in Alberta is set in The School Act at the rate of \$70 per month or \$840 per annum; and

WHEREAS according to the provincial statutes the schedule of rates paid to various classes of workers, wage-earners, etc., is as follows:

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Theatres	14.00	728
Offices (after 12 months)	14.00	728
Telephone Exchanges (after 12 months)	14.00	728

AND WHEREAS the minimum wage of \$70 per month brings our members to a level of bare existence; and

WHEREAS the Department of Education, and the new course of studies, are more insistently demanding expenses in connection with correspondence courses, summer school courses, involving year-by-year expenditure of not less than \$100 which the teachers find it impossible almost to save out of the meagre salaries now paid;

THEREFORE BE IT RESOLVED: that this Convention in General Meeting assembled, make the most urgent representations possible to the Department of Education that permission be granted to school boards to pay below the statutory minimum rate only in the rare, exceptional case;

AND BE IT FURTHER RESOLVED: that—it being the opinion of this body that the teachers' services are of the same value in whichever school or division the particular teacher happens to be engaged—if there is to be any departure from payment of teachers at the minimum salary rate, the difference between the statutory minimum salary and the rate approved, should be paid from state funds.

WHEREAS certain School Divisions within the Province of Alberta have from time to time arbitrarily purported to reduce the salaries of teachers employed by them under contracts in the standard form; and

WHEREAS such reductions have not been assented to by the teachers affected and would appear to be breaches of the contracts of employment resulting in a direct and unjustifiable loss to such teachers;

NOW THEREFORE BE IT RESOLVED: that this A.G.M. do request the Law Committee of the Executive Council of the Alberta Teachers' Association to investigate forthwith cases of such arbitrary reductions of salary, and take such proceedings as may be necessary to effect protection to teachers so affected.

WHEREAS the teachers of some large divisions are inconvenienced by the tardy issuance of salary cheques;

BE IT RESOLVED: that we request the Executive to take any action they deem advisable to have this matter remedied.

CURRICULUM

RESOLVED: that this Annual General Meeting urge the teachers to co-ordinate, by means of a standardized cycle, the annual programme of Alberta High Schools.

—Barrhead-Westlock Local Association.

WHEREAS the course in Elementary Bookkeeping and Junior Business is out of harmony with the spirit of the Intermediate School Programme for two reasons:

- The materials set forth in the Elementary Bookkeeping section of the course and in the Exercises and forms for Grade IX Bookkeeping are in no sense within the range of experience of any Grade IX pupil but far beyond it;
- The wording of the course is such as to cancel the previously stated intention that the course should be suggestive, not prescriptive;

BE IT THEREFORE RESOLVED: that steps be taken within the present school year to have this course thoroughly revised and brought into line with the ideals of the Intermediate School Programme.

—Edmonton Local Association.

BE IT RESOLVED: that in our opinion teachers in elementary grades should not be compelled to complete the prescribed literature text books, but be given freedom to substitute other suitable reading material.

—Edmonton Local Association.

WHEREAS at present the authorized text in Science for Grades VII and VIII does not conform to the Course of Studies;

BE IT RESOLVED: that the Department be petitioned to authorize a text which covers the work outlined in the Course of Studies.

—Lac Ste. Anne Local Association.

WHEREAS the changes in the new edition of Grade VII text in Literature creates confusion in the class;

BE IT RESOLVED: that such alterations in a new text be discouraged or if such changes are found necessary the publishers be required to replace obsolete copies.

—Lac Ste. Anne Local Association.

WHEREAS the Grade VII and VIII pupils are now required to purchase the textbook "Elementary General Science" by Limpus and Shore; and

WHEREAS this textbook is absolutely inadequate for the prescribed course of studies;

BE IT RESOLVED: that this Annual General Meeting request the Department of Education to make available a suitable textbook based on the present course.

—Lethbridge City Local Association.

WHEREAS there is now considerable confusion in the arrangement of topics and suggestions in Elementary Science; and

WHEREAS confusion results where students move from one group to another as regards the work covered;

THEREFORE BE IT RESOLVED: that the Elementary Science work in Grades IV, V, and VI be arranged in a cycle as is now done in Social Studies.

WHEREAS one of the objectives of the revised High School Curriculum is to eliminate the memorizing of factual material; and

WHEREAS the use of manuals by students defeats the above objective; and

WHEREAS a large number of these manuals are available to students;

THEREFORE BE IT RESOLVED: that teachers discourage the displacement of text books by manuals.

—Lamont Local Association.

WHEREAS teachers have some difficulty in organizing their work for the year and must base their organization on the regulations issued by the Department before school opens in September;

BE IT RESOLVED: that this Association go on record as requesting the Department of Education to determine upon their regulations and to have textbooks and other materials ready before September first, and that any changes in the said regulations made after that date be not effective until September first of the following year.

—Grande Prairie Local Association.

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DRAMATICS

RESOLVED: that the Executive be instructed to work through and with the C.T.F. in the matter of royalties on plays for classroom purposes and on radio broadcasts.

VISUAL INSTRUCTION

WHEREAS visual instruction through the use of projection machines is recognized by the Department as a distinct advantage; and

WHEREAS schools and groups of schools are endeavoring to introduce this method of instruction;

BE IT RESOLVED: that the Department of Education be asked to make a special grant towards the purchase of such equipment and the rental of films.

—Vermilion Local Association.

CONVENTIONS

WHEREAS it is desirable to have speakers of outstanding ability in attendance at all fall conventions; and

WHEREAS conflicting dates of these conventions render it difficult to supply such speakers to all places at the same time; and

WHEREAS high school conventions conflict with local conventions;

BE IT RESOLVED: that the A.T.A. in consultation with the Local Executives be empowered to draw up a schedule of fall conventions so that convention dates in each geographic district shall be rotated in such a manner as to make available the services of one outstanding speaker at each convention;

BE IT FURTHER RESOLVED: that the A.T.A. investigate the possibilities of broadcasting through the educational network facilities, the addresses of speakers chosen for the conventions;

BE IT FURTHER RESOLVED: that the high school conventions be held on a separate date from the local conventions.

RESOLVED: that the Minister of Education be asked to grant those teachers who are doing high school work a third day in which to attend business meetings of the local convention if they wish.

SCHOOL ATTENDANCE

WHEREAS the transfer slips, now used to transfer the attendance of pupils, who move from one school to another, tend to cause confusion in the recording of attendance;

BE IT RESOLVED: that the Department of Education be asked to substitute for the present method some simpler way of reporting transfer of pupils in order that the records in the registers may be left undisturbed.

—Grande Prairie Local Association.

LARGE UNITS

BE IT RESOLVED: that the Central Executive be urged to commend the Provincial Government upon its action in instituting into Alberta a system of Enlarged School Units.

—Foremost Local Association.

VETERANS' SUMMER SCHOOL FEES

WHEREAS in past years the fees to Summer School have been refunded to Returned Soldiers, who are teachers; and

WHEREAS these fees were not refunded in the year 1938; and

WHEREAS these fees mean considerable to the individual Returned Soldier;

BE IT RESOLVED: that the Central Executive again petition the Provincial Government to continue the practice of refunding Summer School fees to all Returned Soldiers.

—Foremost Local Association.

CUSTOMS DUTY ON BOOKS

RESOLVED: that this Convention of the Alberta Teachers' Association in general meeting assembled instruct the Executive to do all in their power to secure an amendment to the Customs Regulations so as to provide that all books, tests, etc., for use in education work be admitted free of duty; and

FURTHERMORE that a copy of this resolution be forwarded to the Canadian Teachers' Federation and all other bodies likely to be able to exercise power and influence in this regard.

—Executive.

SCHOOL ACT AMENDMENT

RESOLVED: that steps be taken to amend Section 162 (2) (c) of The School Act by the addition of the words after "a duly qualified medical practitioner" the words "or public health nurse employed by the Department of Health." —Executive.

A.T.A. STAFF

RESOLVED: that the Executive be recommended to draw up a schedule of salaries for permanent office employees of the A.T.A.

RESOLVED: that the Executive go into the matter of forming some sort of a pension scheme for the A.T.A. staff and report back to the next Annual General Meeting.

PENSIONS

RESOLVED: that the Executive set up a standing advisory committee of seven to assist the teacher members of the Pension Board in formulating details for the regulation of the Pensions Act by means of by-laws and regulations and further that there be adequate lady teacher representation on this advisory committee.

GROUP INSURANCE

RESOLVED: that the Provincial Executive be asked to set up a standing committee on Group Insurance to continue investigation of group insurance.

RESOLVED: that if in the opinion of the Provincial Executive a satisfactory scheme of group insurance be found within the next year, the Provincial Executive proceed with a provincial questionnaire or ballot of the A.T.A. membership on the question.

RESOLVED: that if considered advisable, The A.T.A. Magazine be used by the Insurance Committee to furnish information concerning group insurance.

ELECTIONS AND ELECTORAL VOTE

BE IT RESOLVED: that, in future, there be no departure whatsoever made with respect to the date for acceptance of the necessary forms issued by the Returning Officer respecting nominations and acceptances of candidates for election; and that the nomination form sent in by the local nominating a candidate or candidates shall be verified by statutory declaration in the form prescribed by the Returning Officer; and that any nominations or purported nominations which do not comply with the requirements be held invalid and void.

—Executive Council.

BE IT RESOLVED: that any return of an electoral vote from any local shall be sent in, in the form prescribed by the Executive: such form shall be verified by statutory declaration and shall be received at Head Office on the authorized date; otherwise such return from any local shall be held invalid and void.

—Executive Council.

RESOLVED: that a transferable ballot system be used when more than two candidates contest office in any election for members of the Executive Council.

—Killam Local Association.

WHEREAS in the 1939 election for the Executive Council the ballots were in the hands of the voters within one week of the last day upon which nominations were accepted; and

WHEREAS this did not give the nominees a chance to get in touch with the voters before the ballots were marked and forwarded to Edmonton;

BE IT RESOLVED: that there be at least two weeks between the time in which the nominations close and the date at which the ballots are forwarded to the voters.

INSPECTORS AND INSPECTION

WHEREAS many teachers in charge of senior rooms are engaged in high school work; and

WHEREAS these teachers have the responsibility of recommending pupils in Grades X and XI subjects; and

WHEREAS these teachers are at present inspected by Elementary School Inspectors; and

WHEREAS these Elementary School Inspectors have contact with relatively few High School positions, thus making it practically impossible for these teachers to learn of better positions through their inspectors; and

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WHEREAS an Elementary School Inspector is not in a position to weigh relatively the achievements accomplished in these grades;

THEREFORE BE IT RESOLVED: that the Department of Education be petitioned to cause these teachers to be inspected by High School Inspectors.

WHEREAS the type of school organization in Alberta has undergone a distinct change; and

WHEREAS the old form of inspection no longer meets the needs of the staff;

THEREFORE BE IT RESOLVED: that this Annual General Meeting petition the Department of Education to set up some form of training for prospective supervisors; and

FURTHER BE IT RESOLVED: that during the first year of probation these appointees be given one year's leave of absence from their schools.

RESOLVED: that it is the considered opinion of the A.T.A. that the marks signifying teachers' rating on the inspectors' reports be eliminated.

—Turner Valley Local Association.

WHEREAS in certain School Divisions there is an apparent attempt to regiment the teachers to a dead uniformity as evidenced by supplementary reports as given to principals and teachers' Handbooks; and

WHEREAS modern trends in Education stress individualism;

THEREFORE BE IT RESOLVED: that this Annual General Meeting make a strong protest against the above practices and principles. —Lac Ste. Anne Local Association.

WHEREAS teaching experience in Alberta is a desirable qualification for Inspectors of Alberta Schools; and

WHEREAS in the present divisional system a large percentage of schools are of the one-roomed type;

THEREFORE BE IT RESOLVED: that the Department of Education be petitioned to make all future appointments from the ranks of those teachers who possess adequate school experience in Alberta. —Lac Ste. Anne Local Association.

LIBRARY

RESOLVED: that since the reorganization of the rural school districts has now advanced to its present stage, that the Library Committee of the Executive be instructed to proceed with the enlargement of the circulating library.

WHEAT PRICE PEG

RESOLVED: that this organization go on record as being opposed to the fixed price of 60c per bushel of wheat at the rail head.

RESOLVED: that the foregoing resolution be referred to the proper authorities.

AMENDMENTS TO BY-LAWS

RESOLVED: that By-law 6 (1) be and is hereby amended by the addition of the following proviso thereto:

"Provided that the scale of fees payable by members as provided in subsection (2) hereof shall be such as to provide sufficient income at least to cover all fixed charges."

RESOLVED: that By-law 6 (2) be and is hereby amended by substituting the following scale for that at present in existence:

Annual Salary	Fees
Under \$1,500	\$7.00 yearly or 70c per teaching month.
Under \$2,000	\$9.00 yearly or 90c per teaching month.
Under \$2,500	\$11.00 yearly or \$1.10 per teaching month.
\$2,500 and over ..	\$12.00 yearly or \$1.20 per teaching month.

and by the addition thereto of subsection (2a) as follows:

"(2a) From the amount paid to him as provided in subsection (2) hereof, the General Secretary-Treasurer shall remit to each Local Association the sum of \$2.00 per annum or 20c per teaching month for every member affiliated with such Local Association."

(N.B.: The effect of the above was to ratify formally the result of the electoral vote.)

RESOLUTIONS REFERRED TO EXECUTIVE

WHEREAS the Ponoka, Wetaskiwin, Camrose, Stettler, Red Deer, Rocky Mountain and Olds Local Associations are included in the Edmonton or Calgary districts and thus have little or no chance of having one of their members elected to the Provincial Executive due to the concentrated vote in Edmonton and Calgary; and

WHEREAS these Local Associations form a compact district which could be well organized and represented; and

WHEREAS it is desirable that the Provincial Executive be composed of members from the various parts of the Province;

THEREFORE BE IT RESOLVED: that this Annual General Meeting go on record as being in favor of the Ponoka, Wetaskiwin, Camrose, Stettler, Red Deer, Rocky Mountain and Olds Local Associations being a new geographic district with a representative on the Provincial Executive and that the method of choosing the representative be left with the Executive for the coming year. —Ponoka Local Association.

WHEREAS many teachers depend entirely and solely upon The A.T.A. Magazine for the outline of Broadcasts for School Music over the Alberta Educational Network; and

WHEREAS The A.T.A. Magazine reaches most teachers quite late in the month;

BE IT RESOLVED: that the Provincial Executive take steps to have The A.T.A. Magazine in the hands of the teachers by the beginning of each month.

—Lethbridge City Local Association.

WHEREAS second class teachers completing their academic standing will receive only intermediate certificates;

BE IT RESOLVED: that in our opinion they receive a standing equivalent to the present class certificate.

—Foothills Local Association.

WHEREAS many large school divisions include within their boundaries sections of the country that have been lately settled and are yet in the pioneering stage; and

WHEREAS in such school divisions the board is faced with the problem of having to build a number of new schools; and

WHEREAS since they are unable to sell debentures they are compelled to budget for new schools out of current revenue; and

WHEREAS this means increased taxation and a higher mill rate which the Board know will cause a great deal of opposition and antagonism throughout the whole school division; and

WHEREAS the board in their effort to keep down the mill rate are reluctantly compelled to make a big reduction in the teachers' salaries;

BE IT THEREFORE RESOLVED: that the Provincial Executive be requested to urge upon the government the urgent necessity of establishing a building fund to take care of the cost of the erection of new schools in school divisions including large areas of marginal lands which have been recently opened up for settlement.

—Evansburg-West Local Association.

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RESOLVED: that the A.T.A. urge that all students having completed two full years of senior high school work, be permitted to take special commercial for the year 1939-1940.
—Edmonton Local Association.

WHEREAS the Executive Council has not fully stood behind the Lac Ste. Anne teachers in their strike action;
THEREFORE BE IT RESOLVED: that some policy in regard to strike action in the future be formulated.
—Lac Ste. Anne Local Association.

Resolved: that this A.G.M. endorse the stand taken by the Executive in the Lac Ste. Anne situation. (Carried)

RESOLVED: that this A.G.M. commend the action of the Lac Ste. Anne Local in the stand they took in support of the teachers in that division. (Carried)

RESOLUTIONS REFERRED TO GEN. SECRETARY CIRCULARIZATION

WHEREAS there is a great deal of duplication in sending out printed matter to members of the Association which unnecessarily wastes the funds of the Association;

THEREFORE BE IT RESOLVED: that the circularization of members be put on a more business-like basis.
—Strathmore Local Association.

RESOLUTIONS TABLED

WHEREAS a distinct need exists today for an intelligent understanding of world economic conditions; and

WHEREAS a knowledge of geographical place relationships is essential to a broad education; and

WHEREAS the interests of world peace can be most materially advanced through a definite knowledge and appreciation of the location and economic relationships of the world's natural resources; and

WHEREAS no provision now exists in the Intermediate or High School Curriculum for the study of Geography as a separate and distinct unit;

BE IT THEREFORE RESOLVED:

- (1) That this convention go on record hereby as wholeheartedly opposed to the rejection of Geography as a separate and distinct unit of study in the High School Curriculum;
- (2) That a new course in World Economic Commercial and Industrial Geography be instituted to take effect in September, 1939, and to have full five credit standing as a distinct unit of study; or
- (3) That the former Course in Geography I be revised, brought up to date and reinstated with the standing aforesaid. —Lethbridge City Local Association.

RESOLVED: that we strongly condemn the introduction of Americanized texts in the High Schools, e.g., Composition texts Grades X, XI, and Chemistry I texts.

—Lac Ste. Anne Local Association.

WHEREAS a new textbook in commercial law—that of Falconbridge and Smith—was introduced this year to replace the textbook previously used, that of Walker; and

WHEREAS it is the unanimous opinion of the commercial teachers assembled for discussion of commercial subjects that this text is decidedly inferior to Walker for class room purposes;

BE IT THEREFORE RESOLVED: that in our opinion the Walker text be restored as the authorized text and that its use be permitted during the present school year.

—Edmonton Local Association.

(Tabled for one year)

Regulations re Trust Fund

WHEREAS: In view of the objects of the Alberta Teachers' Association and the by-laws adopted pursuant to The Teaching Profession Act, 1935 it is desirable to make provisions for:

- (a) Scholarships to be awarded to deserving members of the Association, and
- (b) The establishment of research and circulating libraries for the use, assistance and advancement of members of the Association, and
- (c) The establishment of facilities for research in methods of teaching and other professional matters and funds for carrying on such work.

AND WHEREAS it is necessary and desirable that the Association appropriate funds for the furtherance of the objects aforesaid, and that the Association should establish and maintain a reserve fund to provide for any emergency whatsoever and to provide for any sudden or unexpected requirement of the Association.

AND WHEREAS to facilitate the carrying out of the aforesaid objects it is necessary and desirable to provide for the appointment of a special Finance Committee (to be known as The Trust Fund Board) to administer such funds.

NOW THEREFORE BE IT RESOLVED:

1. That the Association do from time to time appropriate from the general funds of the Association and pay the same to the Trust Fund Board for the purposes aforesaid an amount not to exceed in any year—

- (a) The sum of \$1,000.00 for scholarships,
- (b) The sum of \$1,000.00 for circulating libraries,
- (c) The sum of \$1,000.00 for research,
- (d) The sum of \$3,000.00 for reserve and emergency.

If in any year the funds of the Association are insufficient to provide for such appropriation and payment in full then in such case the funds available shall be paid to the Trust Fund Board and shall be appropriated pro rata by it for the purposes aforesaid. Such sum of \$6,000.00 shall be one of the fixed charges of the Association.

2. That a Trust Fund Board be appointed by the Executive Council to administer the funds so appropriated, such Board to be composed of three members of the Association and a Secretary-Treasurer, such Secretary-Treasurer to be the General Secretary-Treasurer of the Association. Each member of the Board shall hold office for three years excepting that of the first three members of the Board one shall retire at the end of the first year and one at the end of the second year such retiring member to be selected by ballot between themselves. Retiring members shall be eligible for re-election.

3. The Trust Fund Board shall receive and shall be entrusted with all the funds appropriated and paid to it as aforesaid. Such Funds shall be invested by it in the securities aforementioned and funds not so invested shall be kept in an account in a Chartered Bank. Such account shall be kept in the name of the Association and shall be designated Trust Account. All cheques upon such account shall be drawn in the name of the Association and shall be signed by the Secretary-Treasurer and countersigned by such member of the Trust Fund Board as it by resolution shall appoint.

4. The Trust Fund Board shall keep proper books of account and shall cause entries to be made therein of each and every of its transactions. In such books the amount standing at the credit of each of the aforesaid Funds for principal and interest shall be clearly and distinctly shown in separate accounts.

5. The Trust Fund Board shall have power to pay all expenditures incurred by them and by the respective committees appointed pursuant to this resolution when such expenditures have been approved by the Executive Council. Such expenditures shall be paid out of the income of the funds held by the Trust Fund Board and the same shall be charged to the respective committees in such shares and proportions as the Board shall see fit.

6. The Trust Fund Board shall as soon as reasonably convenient after receipt of funds as hereinbefore provided insert the same in the following manner; namely,

- (a) Dominion of Canada Bonds 30 to 50 per cent.
- (b) Provincial Bonds not exceeding 30 per cent.
- (c) Municipal Bonds of Municipalities having a population of not less than 7,500 not exceeding 30 per cent.

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(d) In such other manner, enterprises or concerns as the Board may in its sole and uncontrolled discretion see fit, such amounts not exceeding fifteen (15) per cent of the total amount of the said Trust Funds.

7. The Trust Fund Board shall have power to vary such investments from time to time within the designated classes and limitations aforesaid.

8. The Trust Fund Board may appoint one of its members who shall have sole power to sell from time to time as the exigencies require all or any of the investments aforesaid. On any such sale being made the proceeds thereof shall forthwith be deposited in the Trust Account aforesaid.

9. That the Association do forthwith appoint three committees who shall be charged with the duty of carrying out the aims and objects of the Association in awarding scholarships, establishing libraries and promoting research. Such committees when appointed shall forthwith formulate the policies to be pursued for the attainment of such objects and shall submit the same to the Executive Council for approval and upon the same being approved such policies shall forthwith be actively instituted.

10. That the Executive Council shall have the power in their sole and uncontrolled discretion from time to time to determine when an emergency has arisen or when it shall or may be advisable or necessary to make payment or payments out of the said reserve and emergency trust fund; and upon any such determination shall be and is hereby empowered to requisition from the said Trust Fund Board such amount as may in their sole and uncontrolled discretion be required to meet such emergency or payment not exceeding the amount then standing to the credit of the Trust Fund for reserve and emergency; and the said Trust Fund Board shall forthwith pay to the said Executive Council the amount of such requisition and for such purposes shall realize on such securities as may be necessary and proper.

11. The Committees responsible for the policies (a), (b) and (c) aforesaid may with the approval of the Executive Council of the Association make requisition upon the Trust Fund Board for such funds as they may require for the carrying out of such policies at such time or times as they may see fit; provided that only the income may be requisitioned and each committee may only make requisition on the income standing at its credit in the books of the Board. Any such requisition shall be honoured promptly by the Trust Fund Board.

12. That the Executive Council of the Association be and they are hereby empowered from time to time during the period from first April, 1939 to 31st March, 1943, to make grants from the general funds of the Association to the Trust Fund Board to be appropriated by it to the uses of the Executive Council and the several committees charged with the responsibilities aforesaid. Such funds when so appropriated and paid to the Trust Fund Board shall be dealt with by the Board as herein specified, and such funds appropriated under the provisions of this section for the objects (a), (b) and (c) aforesaid shall be treated by the Board as income and not as capital, and shall be subject to requisition by the respective committees as provided in Section 2 hereof.

FINANCIAL STATEMENT

April 8, 1939.

TO THE MEMBERS OF THE ALBERTA
TEACHERS' ASSOCIATION.

Ladies and Gentlemen:

We present herewith Financial Statements of the Alberta Teachers' Association for the year ended March 31, 1939.

We have audited your books, accounts and records for the year ended March 31, 1939, and believe that the statements submitted herewith are a true and correct representation of the operations of your Association for that period, and that your financial position is properly shown on the Balance Sheet. All receipts and disbursements have been properly accounted for and all of our requirements as auditors have been complied with.

The amount of \$9,000.00 shown as the estimate of fees not remitted from the Government and Divisional School Boards is believed to be a conservative figure. As in previous years, we have deducted the deficit of the Magazine from the amount advanced by your Association as you cannot hope to recover more than the total net assets of the Magazine in settlement of your advances. The amount of \$6,000.00 has been transferred to the "Trust Fund Board" this year. This amount plus the balance of General Reserve last year with interest makes a total amount of \$7,380.48 in the hands of the Trust Fund Board.

We will be pleased to supply any further information desired at any time.

All of which is respectfully submitted.

PATRIQUIN & JOHNSTONE,

Chartered Accountants.

ALBERTA TEACHERS' ASSOCIATION BALANCE SHEET—MARCH 31, 1939

ASSETS	
Cash in Current Bank	\$ 3,125.86
Cash in Savings Bank	4,065.88
Cash on Hand	63.70
Department of Education and Divisional School Boards (Estimated)	\$ 7,255.44
Office Equipment	\$ 9,000.00
Less Depreciation Reserve	1,438.95
Stationery on Hand	\$ 500.00
A. T. A. Magazine	\$ 1,798.63
Convention Account	\$ 558.90
1939 Annual General Meeting Expense	201.40
Trust Funds in Bank— Scholarships	\$ 1,000.00
Circulating Libraries	1,000.00
Research	1,000.00
Contingencies	4,380.48
	\$ 7,380.48
	\$28,528.91

LIABILITIES	
C.T.F. Capitation Fees	\$ 1,000.00
Staff Trust Reserve	1,999.52
Trust Funds Reserve— Scholarships	\$ 1,000.00
Circulating Libraries	1,000.00
Research	1,000.00
Contingencies	4,380.48
	\$ 7,380.48
Surplus— Balance March 31, 1938	\$15,297.91
Association Surplus 1938-1939	2,784.38
Magazine Surplus 1938-1939	66.62
Balance March 31, 1939	\$18,148.91
	\$28,528.91

INCOME AND EXPENDITURE STATEMENT

INCOME	
Fees Received	\$34,528.99
Less Transferred to Magazine	5,754.81
	\$28,774.18
Sundry Income— Bad Debts Recovered	\$ 31.10
Discipline Committee	36.96
Summer Schools	12.65
Interest on Savings	41.81
	122.52
	\$28,896.70

EXPENDITURE	
Salaries	\$ 7,235.84
President's Honorarium	100.00
Law Costs, Adjustment of Grievances and Board of Reference	1,028.33
Organization of Locals, Convention Speakers, etc.....	1,451.26
Expenses, Annual General Meeting	2,647.29
Executive Meetings and Expenses of Executive on Organization Work	2,765.21
Expenses of Library Committee	160.38
Research	803.31
Printing and Stationery	927.36
Postage	707.39
Telephone and Telegraph	346.33
Rent and Janitor	311.22
General Expense	468.79
Audit	109.75
C.T.F. Capitation Fees	1,000.00
Depreciation of Furniture	163.80
Exchange	70.75
	\$20,297.01

Net Surplus of Income over Expenditure for Year	\$ 8,599.69
Add Reserve for Refund of Fees, etc.	184.69
	\$ 8,784.38

Deduct Appropriation to Trust Fund Board— Scholarships	\$ 1,000.00
Circulating Libraries	1,000.00
Research	1,000.00
Reserve and Emergency	3,000.00
	\$ 6,000.00
Balance Transferred Surplus	\$ 2,784.38

THE A.T.A. MAGAZINE PROFIT AND LOSS STATEMENT

REVENUE	
Advertising	\$ 5,337.54
Subscriptions	5,794.81
	\$11,132.35
EXPENSES	
Administration and Salaries	\$ 3,092.40
Printing of Magazine	5,043.82
Commission on Advertising and Travelling	1,995.39
Editorial Expense	170.00
Postage — Magazine	190.26
Postage — General	50.31
Audit and Accounting Services	99.00
Exchange	16.30
Rent and Janitor	153.78
General Expense	17.66
Supplies	236.81
	\$11,065.73
Net Profit for Year ended March 31, 1939	66.62

REPORT OF FINANCE COMMITTEE

Ladies and Gentlemen:

The Finance Committee has checked the Personal Accounts of the General Secretary-Treasurer, the members of the Executive, and the incidental expenses of the Office—all of which were found to be covered by vouchers and all expenditures have been endorsed by the Finance Committee.

The income from fees for the year ending March 31st, 1939 is \$34,528.99 of which 1/6 is transferred to the Magazine Account. The expenditures this year are \$20,297.01, the surplus, after the proper allowances have been made for Trust Funds etc. for the year ending March 31st is \$2,784.28. The total assets are \$28,528.91 of which \$14,635.92 is cash and \$9,000 is the approximate amount of the fees not yet received from the Department of Education and school boards. Special assets other than cash total \$4,892.99. The individual items of expenditure approximate the same as those of last year, except the law costs which are lower this year \$1,028.33 as compared to \$1,736.44 and organization expenses which are higher this year (exact comparison is not available due to a slight change in the Book-keeping system).

During the past few years some improvements and additions have been made in the Head Office—office space, equipment and furniture. The general policy has been to gradually replace obsolete equipment and furniture with modern articles and to remodel the Office to improve working conditions. The result of this policy has been generally satisfactory. It is anticipated that additional Office space will need to be provided in the near future.

This year the Finance Committee authorized the following expenditures:

- (1) Renovating the general office—\$140.00; the office is now in good condition except for the floor which should, however, last at least one more year;
- (2) Furniture—\$425.00, consisting of Board Table and chairs and other furnishings;
- (3) Equipment—Maps \$49.22; Sweeper \$5.95; New Typewriter \$125.00 less \$50.00 trade-in, \$75.00; Desks, \$32.50 (two reconditioned).

The Finance Committee wishes to thank, through the General Secretary-Treasurer, members of the Office staff who supplied us with the necessary information, and also Mr. Patriquin, the auditor, who discussed the details of the Financial Statement.

All of which is respectfully submitted.

G. G. HARMAN,
Chairman.

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THE A.T.A. LIBRARY

The following books are at present on the shelves of the A.T.A. Library and are available for circulation:

Practical Values of Educational Research, Official Report of the American Educational Research Association.

Reading and Study by G. A. Yoakam.

The Teaching of Biology by Wm. E. Cole.

The Teaching of Elementary Mathematics by Godfrey and Siddons.

Speaking and Writing English Book I, by Sheridan, Kleiser and Mathews.

Employment Research by L. C. Marsh.

Educational Freedom and Democracy, the 2nd Yearbook of the John Dewey Society.

Social Organization, by C. H. Cooley.

The Teaching of Reading, Part I, 36th Yearbook of the National Society for the Study of Education.

NOTICE TO EDITORS OF SCHOOL PAPERS

The Exchange Editor of "The Liberty Star", a school paper which collects news from the Leduc-Calmar-Millet area, writes to say that she is willing to exchange copies of "The Liberty Star" for papers from other schools. Address: Miss Edna Ray, Exchange Editor, The Student Union Publishing Co., Leduc, Alberta.



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No. 32

SUMMER SCHOOL NOTICES

Summer School Course in Reading at the School of Education.

Teachers who complete with successful attainment the course in Psychology and Supervision of Reading offered by the School of Education at the University of Alberta Summer School will be granted two credits by the Department of Education towards the requirements for a teacher's permanent certificate or towards the requirements for raising a Second Class Certificate to an Elementary and Intermediate School Certificate. The lectures for this course will be given from 1:30 p.m. to 3:20 p.m. daily.

Re Questions of Standing or Credit Evaluation.

Teachers who expect to attend this year's Summer School are asked to register early in May, in order that congestion may be avoided on the day of registration and enrolment, and also that all questions relating to standing or evaluation of credits for certificates may be settled in advance of the opening day. Address communications to the office of the Supervisor of Schools.

Time-Table Adjustments.

Edmonton Session:

History 4: Time changed from 10:35 a.m. to 11:20 a.m.

Enterprise Education: To be given at 9:45 a.m., and also at 2:15 p.m.

Principles of Education: To be given at 11:20 a.m. and also at 3:00 p.m.

Calgary Session:

Intermediate English: This subject should not appear on the time-table.

Tests in Commercial Subjects.

Preliminary tests in Bookkeeping I and Typewriting I will be given on Tuesday, July 4, both at Edmonton and Calgary. These tests may be taken only by teachers who have been directed by the Registrar to do so or by teachers who have already had training in these subjects and desire to take the summer-school course in Bookkeeping II or Typewriting II.

NOTICE RE HIGHWAY AND RAILROAD SIGNS

The Department of Public Works, through the Superintendent of Maintenance, has directed the attention of the Department of Education to the fact that there has been considerable difficulty in connection with the destruction of highway and railroad signs. The Department of Education has been requested to call to the attention of school boards, school teachers and school children the fact that such signs are very necessary for the safety of the travelling public. Teachers, therefore, are asked to advise their pupils that these signs, both railroad and highway, are for the benefit and protection of the travelling public and it is very necessary that there should be no interference with these signs.

Tentative List of Instructors for the Edmonton

Session of the Summer School.

Course No. 1—Appreciation of Applied Arts: Murray W. MacDonald, Technical School, Edmonton.

Course No. 2—Art for Junior Grades: Miss Genevieve Twomey, Normal School, Edmonton.

Course No. 6—Costume Design: Murray W. MacDonald, Technical School, Edmonton.

Course No. 7—Illustration and Lettering: Murray W. MacDonald, Technical School, Edmonton.

Courses No. 12 and 13—Bookkeeping I and II: Oliver McKee, MacDougall High School, Edmonton; C. Hollingsworth, MacDougall High School, Edmonton; P. J. LeClair, Separate Commercial School, Edmonton.

Course No. 16—Curriculum and Teaching Procedures for Bookkeeping, Stenography and Typewriting: R. J. Aitchison, Central High School of Commerce, Toronto.

Course No. 17—Economics: W. H. Poole, McCauley School, Edmonton.

Course No. 18—Secretarial Training: J. Percy Page, Principal, MacDougall High School, Edmonton.

Course No. 19—Stenography I: J. Percy Page, Principal, MacDougall High School, Edmonton; R. J. Aitchison, Central High School of Commerce, Toronto.

Course No. 21—Typewriting I: Miss Alva Sparling, MacDougall High School, Edmonton; P. B. Rose, Strathcona High School, Edmonton; C. Hollingsworth, MacDougall High School, Edmonton.

Courses No. 23, 24, 25, 28 and 30—Emrys Jones, Technical School, Edmonton; Norah Young, Camrose High School, Camrose.

Course No. 35—Educational Measurement and Tests: Dr. C. Sansom, Normal School, Calgary.

Course No. 36—Enterprise Education: Miss J. M. McKinnon, Normal School, Edmonton; Miss Alma Crozier, Normal School, Edmonton.

Course No. 39—Principles of Education and Theory of Enterprise Education: Dr. G. S. Lord, Principal, Normal School, Edmonton; G. K. Haverstock, Normal School, Edmonton; G. F. Manning, Normal School, Edmonton.

Course No. 40—Rural Education: G. F. Manning, Normal School, Edmonton.

Course No. 44—Junior English: H. B. Trout, Normal School, Edmonton.

Course No. 48—First Aid: Miss E. A. Hastie.

Course No. 55—General Mathematics: Dr. C. Sansom, Normal School, Calgary.

Courses No. 56 and 57—Choral Music I and II: Mrs. Barber Smith, Llanarthney School for Girls, Edmonton.

Course No. 58—Elementary School Music: Miss Genevieve Twomey, Normal School, Edmonton.

Courses No. 60, 61, 62—High School Music, Intermediate School Music and Kindergarten-Primary Music: Miss Maude Garnett, State Normal School, Oswego, N.Y.

Courses No. 63, 64—Music Appreciation I and II: Mrs. Barber Smith, Llanarthney School for Girls, Edmonton.

Courses 65, 66—Music Theory I and II: J. Norman Eagleson, Mus. Bac., Supervisor of Music for the Edmonton Schools.

Course No. 67—Folk Dancing I: Miss Marjorie Davidson, Supervisor of Physical Education for Edmonton Schools.

Course No. 72—Writing: Miss E. A. Hastie, Normal School, Edmonton.

Course No. 79a—Mental Hygiene for Schools: E. J. Kibbwhite, Department of Public Health.

Course No. 80 and 83—Educational Psychology and Psychology of Childhood: G. M. Dunlop, Normal School, Edmonton.

Courses No. 84, 86—Elementary Science and Field Work in Science: H. A. Macgregor, Inspector of Schools, Foremost.

Course No. 87—International Affairs Since 1919: D. R. Innes, Strathcona High School, Edmonton.

Course No. 90—Social Studies II: W. D. MacDougall, Principal, Normal Practice School, Edmonton.

Courses No. 91, 97, 101—Algebra 3, Geometry 3 and Trigonometry 1: D. L. Shortliffe, Victoria High School, Edmonton.

Courses No. 94, 95, 99—English Composition 4, English Literature 4 and History of English Literature: Miss Florence Todd, Crescent Heights High School, Calgary.

Course No. 98—History 4: D. R. Innes, Strathcona High School, Edmonton.

Course No. 93, 100—Chemistry 2 and Physics 2: G. F. Hollinshead, Inspector of Schools, Barrhead.

The list of instructors for the Calgary Summer-school session will appear in the June issue.

Re Textbooks and Reference Books for

Summer-School Courses.

With regard to a number of the courses to be given at the Department's Summer School, it will be possible to advise prospective students as to the textbooks and reference books that are likely to be used by the instructors. A list of such books will be furnished in the June issue of the Bulletin, to the extent that it is possible to make a final announcement.

C.T.F. NEWS

TEACHING FOREIGN LANGUAGES

The Department of Public Instruction in Pennsylvania in recent years has been issuing many splendid books and pamphlets. These cover every phase of education. Bulletin 340 is on "The teaching of modern foreign languages in the secondary schools". The bulletin has some suggestive material in connection with French, German and Italian. The bulletin can be obtained from the Department of Public Instruction, Harrisburg, Pennsylvania.

AN APPALLING PICTURE

Thousands of closed schools, public schools charging tuition, tens of thousands of unpaid teachers, nearly three million children without schools, this is the appalling picture of education in the United States not only in years of economic depression but in years of greatest prosperity.

—Prof. Harper Swift.

TIME FOR A CHANGE

Mr. J. W. Studebaker, Commissioner of Education, states in his article entitled, "Rural Youth as a National Asset", that "new and more modern rules of the game for operating public education, especially in the rural areas of many sections of our Nation, are long overdue".



McGill University FRENCH SUMMER SCHOOL

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Students may select courses comparable to (a) elementary, (b) regular undergraduate courses, (c) post-graduate. Co-educational. Certificates and College credit. Only French spoken at all times. Staff includes visiting professor from Sorbonne, Paris. Residence in new Douglas Hall. Inclusive fee \$180. Write for booklet to Secretary, French Summer School, McGill University, Montreal, Canada.

Visit of the King and Queen

The Teachers' Liability for Supervision

Just as this issue is ready for press a request comes to us asking for information regarding the liability of a teacher with respect to his pupils when the latter may be under the teacher's care—not necessarily during school hours, but on a school holiday and at a parade such as during the visit of the King and Queen to Canada. Therefore owing to space limitations we are compelled to publish a synopsis only of the opinion of the A.T.A. Solicitors, Messrs. Clement and Whittaker. Editor.

OPINION

You have requested our opinion as to the liability of a teacher for accidents happening to pupils in his or her charge while supervising their attendance at the ceremonies in honor of the visit of the King and Queen.

A teacher undertaking such a task must observe a high degree of care towards his charges. All reasonable precautions against their injury must be observed, having in mind that young children are likely to become excited and behave in a manner not ordinarily contemplated. This is particularly so with a younger pupil who is not in law deemed capable of himself acting negligently and who would not be held to be the cause of his own injury—if for example he suddenly darted into the line of parade. Similarly, such a child might stray away and suffer injury from exposure or other cause. It is our opinion that a teacher must be on guard against such contingencies and any failure to take all reasonable precautions would give a foundation for a claim against such teacher, as well as against the School Board in whose behalf the teacher is exercising supervision. Having assumed the responsibility, all concerned must see that it is properly carried out.

It has been suggested that liability could be avoided by obtaining from the parents of the children attending, a waiver of liability for any accidents which might occur. In our opinion the law is such that a parent could not validly affect the right of a child to claim compensation for injuries merely by virtue of the guardianship vested in the parent, over the child. That is to say, a parent's rights over his child are in fact of a limited nature, the final authority being in such matters as are under consideration, vested in the Court. A parent might sign such a waiver without full consideration of the possible consequences to the child. We do not think that such a document would preclude a child from subsequently claiming for injuries that he suffered from the neglect of the teacher or the board.

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Report of the Quebec Protestant Education Survey Committee

---A Review

By DR. ALEX B. CURRIE

STUDENTS of public education in Canada will welcome another contribution to the scant literature on the subject in the form of the recently issued Report of the Survey Committee which has been studying Protestant education in the Province of Quebec. Appointed late in 1937 under the Chairmanship of Mr. W. A. F. Hepburn, Director of Education, Ayrshire, Scotland, the Committee was instructed "to inquire into and report to the Protestant Committee of the Council of Education on all matters affecting Protestant education in the Province of Quebec." Their findings have now been published in a book which, including appendices, occupies 368 pages.

Many readers will question the use of terms in this report. In the first place, the term "Protestant" seems to be used in a purely legal or conventional sense, intended to include a heterogeneous minority who do not describe their religious affiliation as Roman Catholic. Again, the word "Survey" is not used here in the technical sense in which it is usually employed in educational literature. Rather it seems to mean a broad inquiry into those matters which the Committee selected for study.

Those matters cover a broad field. They include central and local administration, attendance and progress of pupils, school buildings, health and moral instruction, medical inspection, handicapped children, organization of schools and courses of instruction, teaching of French, training of teachers, conditions of service of teachers, and financing the school system. Pronouncements of the Committee on these problems are definite enough; but in almost every instance they involve principles which are uniformly accepted by modern school systems everywhere.

Most teachers, it is probably true to say, understand the school system of France better than that of the Province of Quebec. Unlike the other provinces, Quebec could not find in a local system of "separate" schools, subject to a single provincial-wide authority, a solution to its school problem. Actually, the school system is a state system operating under a single code—The Educational Act of the Province—and under a single Department of Education. School questions affecting the province as a whole come within the jurisdiction of the Council of Education. But since this body, as such, has not met for forty years, effective administrative control is in the hands of the constituent Catholic and Protestant Committees. These two committees control, so far as curricula and regulations are concerned, two independent school systems. School grants are apportioned to each committee on a per capita enrollment basis. With all the difficulties attendant on rival racial and religious minority groups, the degree of stable compromise achieved in the administrative systems of other provinces has not been possible in Quebec, with the result that probably the best that could be hoped for is their peaceful co-existence. The Survey Committee "accepted the existing system, and endeavored to discover how improvements could be made."

"At the decennial census of 1931, the Province of Quebec had a population of 2,874,255, of whom 2,463,160 belonged to the Roman Catholic faith. In the same year 2,270,059 of the people of the Province declared themselves French in racial origin. Those professing in 1931 a faith other than Roman Catholic number 411,095." "There are fewer than 80,000 pupils in the Protestant Schools, of whom nearly 50,000 are found in the schools of the island upon which stands Montreal."

Alberta readers will find particular interest in the recommendation that District Boards of Education should be organized for the administration and control of all Protestant schools outside of Greater Montreal. These Boards would have jurisdiction over large areas, but unlike Divisional Boards of this Province, they would have control over Town and Village schools. The report discusses the pioneer conditions which led to the development of the rural school district, and then continues as follows:

"It met the need of the moment and served its day. Pioneering in Canada belongs to a quickly receding era, and in Quebec, except in some remote localities, it is a thing of long ago. Time has marched on, but the little schoolhouse remains. Over a wide area the farmers co-operate in the marketing of the products of the soil, but each clings to his own little group in controlling the agency which performs the important task of developing the talents of his children." The Report adds some pertinent observations on the services of local school boards. "We found that board members might live within a few yards of the school and yet the school building was unsatisfactory; that the procedure in the appointment of teachers was often unmethodical and casual; that teachers did not receive encouragement nor the good teacher recognition."

In each of these districts it is recommended that there be appointed an official to be designated as the district director of education, whose duty it will be to serve as link between the local schools and the district board. "This official should not be regarded as an inspector or examiner of the work of the schools, but as one who will give the advice, assistance and direction of which many of the teachers in the Protestant schools stand much in need."

Further on, there is some forthright comment on the prevailing methods of selecting candidates for training as teachers. Disclosing that freshmen enrolled at McGill were of a "distinctly higher type", the Otis Test, Higher Examination, indicated that the university students were seven per cent higher in average intelligence than the normal school group. When full weight is allowed for qualifying conditions, "it can be said that the inquiry revealed beyond a doubt that an attempt is being made in the School for Teachers at MacDonald College to make teachers out of young men and women who are of less than average intelligence." "The conclusion cannot be avoided that the Protestant authorities in Quebec are annually wasting thousands of dollars and some part of the lives of young men and women in a vain attempt to train them to fill positions for which nature has denied them the necessary talent. This waste is unnecessary and inexcusable."

Both the curriculum of the schools and the truncated education of the teachers are blamed for the unsatisfactory results achieved. The elementary school curriculum "is narrow in outlook, severely conservative in content, and holds teachers in a vice-like grip." The characteristic text-book system, moreover, is reflected in the system of training teachers. "Young, inexperienced and inadequately prepared boys and girls enter MacDonald College for a course of thirty-six weeks and hope to leave carrying bundles of recipes for every conceivable emergency which may arise in the teaching of English, Arithmetic, French, Geography and History". The student's main purpose is to master a technique with the result "that less and less attention is given to education as a

science, while interest fastens more and more on education as a fixed and mechanical method."

Despite some very forward-looking recommendations, the Report will, nevertheless, be disappointing to many, since it would seem to have failed to grapple with some of the most urgent problems of today. On page two, a hint is offered. "Changing circumstances bring fresh demands, and even while in essentials it holds fast, as it must, to whatsoever things it has proved to be true, it must adjust, adapt and grow, if it is to retain the principle of organic being." Keenly interested in "the needs of tomorrow", as interpreted by the Committee, this reviewer has been unable to delineate the "essentials", the things "proved to be true"; nor has he been able to find any statement of principle indicating how this school system "must adjust, adapt and grow". Failure to include in the Report the results of the Committee's deliberations on these questions is greatly to be regretted.

CONGRATULATIONS TO MR. FRED TYLER, B. Educ.

Congratulations are extended to Mr. Fred T. Tyler, ex-member of the A.T.A. and a graduate of the School of Education, University of Alberta, on his appointment to the staff of the University of British Columbia as Assistant Professor of Education.

Mr. Tyler was largely responsible for compiling and organizing the data and writing the monograph, *Choosing Your Life Work*, which was sponsored by the Alberta Teachers' Association and published in 1938.

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A School Stage * * *

By MAURICE FREEHILL, Rusylvia, Alberta

NOWHERE is a suitable stage more appreciated than by the rural child. A practical and cheap stage in the school is commonly considered a fantastic dream. However, if you are really interested you can make that dream a reality.

We started with a moveable platform raised on stove wood to the desired height. It is kept out from the back wall to provide a dressing room. A side window (a door would be better) gives access to a property and dressing room "as big as all outside".

On this platform is raised a 2" x 4" proscenium arch decorated with crepe paper. A decorated paper teaser hides the curtain ropes operated on thread spools or the pulleys borrowed from a hanging globe. The curtains run on a wire fastened to the room walls. They are pulled from immediately outside the flats. The piece at the side of the arch provides a back stage entrance.

The flats are 7 feet high and are fastened together by a simple wooden clamp and then directly to the stage. Door and window frames are drawn on with chalk. Scrap leather does very well for door hinges.

For lighting power we use six volt batteries. All the wire used is second hand obtained very cheaply from the nearest powerhouse. The top lights are 225 watt bulbs soldered directly to the wires to eliminate expense for sockets. The foot lights consist of 5 auto bulbs placed in the bottom of tobacco tins cut off for reflectors. These are nailed on a moveable board. The positive wire is run through the middle of each tin and laid bare for its connection with each bulb. The bulbs are held in place by a tin socket making a return connection to the wire soldered to the outside of the tin. The floodlight is set in a long tin at the top of a circular stick which provides for direction. The tin is fastened to the stick by means of a hinge to give the required angle. The moon is soldered into a coffee tin and hung behind the window. Its light is mellowed and diffused by putting newsprint over it. This makes it very realistic. Cellophane to color light is cheap and its colors are rich and brilliant. Spectacular effects are easily obtained after a little experimenting.

A strong solution of salt makes a reasonably good dimmer. All switches can be home-made. The total cost of our stage was \$11.50. It can be set up and decorated in 45 minutes.

In a cheap but effective setting of spruce and tinsel or amidst his school colors every school child will thrill to the magic of "their stage" as he does his bit.

A little inventiveness and the will to try will accomplish results you never dreamt of. It may well be said the true dramatist can not recognize the word impossible.



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A READING SURVEY » » »

By MR. C. FLANAGAN, Millicent, Alberta

AS a rural teacher, may I be permitted to reply to Mr. Jampolsky's sweeping condemnation of the psychological approach to the subject of reading? In his article Mr. Jampolsky has asked us to accept the phonetic method as the one and only sound procedure. Is not the case he presents based upon a limited observation? Furthermore, it would seem unwise to brand accepted principles as "erroneous" and productive of nothing but "ill effects" upon such observation.

I have used the psychological method with very satisfactory results. It has produced many fluent readers. If a child has reached the proper level of mental maturity to commence the reading programme no better introduction can be given. If this stage has not been reached then the rural school, at any rate, has a problem of getting the child prepared for the "reading-readiness" period. But the phonetic method is certainly not the answer to this problem.

Let us examine a reading survey of a rural school in which BOTH methods have been used. The difference in results may or may not establish the superiority of the one group over the other, but they do seem to establish the superiority of one method over another.

At the time of the tests last September and October a group of sixteen pupils from Grades III to VIII was given the complete team of Gates' Silent Reading Tests. Of this group half were trained to read by the psychological method and half had been trained by alphabetic and phonetic procedures. The first-mentioned group was composed of eight pupils in the first month of Grades III and IV while the second consisted of another group of eight pupils ranging from Grades V to VIII. One other pupil in Grade V received her first year's schooling in a city school where she was introduced to reading by the psychological approach, also, but we will consider her record apart from that of the distinctly "rural" group. Figures given are class averages interpreted in terms of reading grades. (A reading grade is given in years and tenths. Thus, 4.3 would be read as the third month of Grade IV.)

Grade Position	Number Tested	Type A	Type B	Type C	Type D	Average Reading Grade
Group I.						
3.0	3	3.8	3.8	3.6	3.7	3.7
4.0	5	4.1	4.0	4.6	4.5	4.3
Group II.						
5.0	2	4.2	4.5	4.6	5.0	4.6
6.0	1	4.3	7.0	8.6	5.4	6.3
7.1	4	5.1	5.5	6.1	5.2	5.5
8.1	1	6.6	7.0	8.0	8.0	7.4
The Gde. V Pupil						
5.0	1	8.2	9.0	11.3	9.6	9.5

Is the difference between the groups significant?

While class averages are probably more dependable than individual cases to generalize upon, an inspection of the latter brings some interesting details to light. The record of the Grade V girl was the best of the entire group. At ten and a half years of age she was able to surpass the record of a boy eleven and a half years old doing Grade VII work. His average for the complete team indicated an average reading grade of 7.2. The respective intelligence quotients measured by the same test (Otis) were 106 and 128. How much of the responsibility for the difference in reading attainment can be laid to the methods employed in introducing these children to reading in the First Grade?

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CANADIAN NATIONAL

Teachers' Helps Department

Edited by W. D. McDougall, B.A., Normal Practice School, Edmonton

THE representatives of the Progressive Education Association who visited Alberta during Easter week left behind them much material for thoughtful deliberation. As always happens where there is a succession of brilliant lecturers, each an expert in his field, the listeners were inundated by a flood of new ideas which could not be diverted into their respective channels until the original source has been dammed up by the departure of the visitors. Under such circumstances there is little or no free interchange of opinion, but it is interchange of opinion, within and without the classroom, that Progressive Education is keenly desirous to foster and encourage. During the course of an informal conversation one of the speakers remarked that a preferable alternative to the set address at a convention or conference is for the visitor, or team of visitors, to discuss with the delegates the problems that they themselves present. The teachers present the local problem in its local setting, the lecturer suggests the principles which should be followed to effect a solution, and between the two groups the principles are adjusted and adapted to fit the local need. Were the divisional associations to adopt some such procedure during the fall conventions the teachers in attendance might leave more satisfied with the return they had received on their expenditure of time, energy and money.

Several of the speakers spoke emphatically on the importance of the teacher continuing with the same class over a period of at least three years. From this generalization the intermediate and secondary schools are not excepted. It is admitted that the departmentalization of the senior schools complicated this problem, but the principle is as sound there as in the elementary schools. In the junior school there is no administrative problem involved. The primary teacher would move on with her class until the end of Grade III, and then start in Grade I again with a new group of beginners.

What are the advantages of having the same teacher in charge of a group of pupils over a three-year period? One obvious advantage is that the teacher will understand better, and appreciate more sympathetically, the needs of the individual members of her group. They come to her from widely varied milieu; they have attained different levels of mental and social maturity; they have widely differing capacities and interests. Yet this is the raw material out of which the school, through the teacher, is to develop citizens. The personality traits through which the individual pupils exhibit their individual characteristics are not immediately in evidence; the teacher must live and work with her class for months before she is in a position to form a true picture of each of its constituent members. And the picture so formed must be revised from day to day, and from week to week, as the pupil grows and matures. If, then, the teacher must devote weeks and months of the fall term each year to getting en rapport with her new pupils, would it not seem economical of time and effort, and indefinitely more beneficial to the children, that the same teacher should continue with the class for several years? A second advantage inheres in the wiping out of grade classification. The pupil will continue with his class regardless of his attainment. There will be pupils in the class of different reading ability, and some will be more skilled in number and language than others. Here there will arise a problem in group and individual instruction, and no one is in a better position to cope with the problem adequately than the teacher who has had the class since the pupils were in Grade I. One of the visitors expressed her opinion on water-tight grading succinctly and pithily: "The Grade I teacher has to take the pupils as they come to her, and why

should not each other teacher be prepared to do likewise?" We cannot too frequently remind ourselves that primarily we are teaching children, and only secondarily are we teaching reading, arithmetic, and what not. One very practical consequence, of interest to administrator and teacher alike, of the class remaining three years with the one teacher should be a very marked reduction in failure and retardation. The teacher, knowing her pupils, would present to each the material with which he could cope, if he had the impetus of interest and purpose. And again it is the teacher who knows her pupils intimately who can lead each to do intelligent, purposeful planning with the desire to do the job well. A third advantage in having the group with the one teacher for three years should be prevention of personality maladjustments within the school environment and the correction of any which may be a carry-over from pre-school years. The pupil who is finding an outlet for his energies and interests on his own level of maturity will be happy, alert, well poised, and emotionally stable. Where he meets with the frustration inherent in work that is too difficult, or must associate daily with those less socially mature, the pupil lives under an emotional strain which may find release in anti-social behavior, and presently there is a "problem child" within the classroom.

There is, of course, another side to the picture. The child may not be making satisfactory progress with a teacher. For one reason or another the two have not "hit it off together"; they are at cross purposes. It may not be advisable to continue such an association for a period of three years. But is not the proper adjustment of the child the responsibility of the teacher? There is the possibility that the teacher herself may be the one who needs readjusting. The competent teacher should be very loath to confess that she is unable to adjust a pupil to his school environment, and to advise that the pupil should be transferred to another teacher in the school, if conditions permitted of such a transfer.

Dr. Keliher dealt at some length with the question of "failure". No pupil should be permitted to suffer the loss of self-esteem and confidence which is entailed by failure at any task. Dr. Lane and Dr. Bell would seem to question this blanket declaration when they spoke of the pupil having to measure up to standards. It is probable that all three speakers meant that no child should have a task beyond his ability, but that the task should be a test of his ability. Too much jumping of easy hurdles is as bad for the individual as successive failure at hurdles which are too high. Then, should a pupil never be retarded? That is a question which must be answered in terms of the individual pupil. The writer has retarded some pupils and has been well satisfied that the benefit to the pupil justified the additional year; other pupils should have been advanced with the remainder of the class to keep them with their social group, even though they were quite unable to do the academic work satisfactorily. If the teacher knows the abilities and characteristics of his pupils he must place them where they are going to receive, as individuals, the greatest benefit from a year in school. And that "greatest benefit" does not necessarily mean where the pupils will make the highest marks in arithmetic.

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Pretty little log house,
So fragrant and so clean.
I can hear the kettle boiling,
And see the whirling steam.

Gwen Sinclair, Grade III.

SPRING

I heard a robin
Singing in a tree.
I did not harm him,
For he sang
A sweet melody.

Danny Mason, Grade II.

FUNNY HATS

High hats, low hats,
Square ones, crooked ones, pointed ones.
Some like books with a cat's tail hanging.
Triangular shapes, such funny things;
Some like rings, such silly things.

Dawne Carmichael, Grade III.

DUTCH CHILDREN

Little Dutch children
Have little wooden shoes,
And they can go walking
Whenever they choose.

But children in our land
Wear shoes that are leather,
We wear them because
We have not the same weather.

Barbara MacGregor, Grade IV.

RUBBER BOOTS

Little boots and big boots
Laden with dust
Are lustily
Flung from trunks,
Boxes or any convenient place;
Merrily they are squeezed on,
Some bulging, some turning up at the toes,
Some groaning from being disturbed so abruptly,
But all are eager,
With spring in their soles,
To be out in the water
Though dirty or clean,
It's all the same to them
As long as they get their chance
To swish, swash,
In all the slush.

Nadine Hatch, Grade VIII.

Individualized Instruction in an Ungraded School

By MR. GEORGE AGNEW, Swallow, Alberta

SO MANY people have said that individual instruction is impossible in an ungraded school that I would like to outline briefly how it may be carried out more easily, and with better results than almost any system of class instruction. The objectives and theory of individualized instruction or the Winnetka System were very well covered in Miss Ricker's article in September; so I shall not dwell on them. I would like however to quote Superintendent Washburne of Winnetka Schools, "Those subjects which we want each child to master must be individualized—there is no other way of getting widely differing children to attain a common standard. But those subjects in which the children may legitimately differ, or where we want to capitalize their difference, may be socialized—we classify these as group and social activities."

Our Programme of Studies follows this very closely. The enterprises provide the social activities where everyone works together and there is definite provision for individual teaching in the other subjects. There are three things that should be done in any individualized system.

The first step is to set down exactly what each child must master and how well he must master it—the objectives to be attained.

The second step is to have complete diagnostic tests. Every item must be included—thus the tests will have to be broken up into several parts. These tests take the place of recitations. A recitation gives the teacher a rough notion of what the class as a whole knows. A complete, diagnostic test tells the teacher specifically where each individual child needs help. Thus we can have them master each goal as they go along.

Third—we must have materials which are self-instructive and self corrective. Obviously if the instruction is to be individualized the children must be able to teach themselves. It is impossible to give much teaching time to thirty different children at thirty different places in each subject.

My purpose is to outline briefly some of the things that may be done in arithmetic, reading, and spelling.

Primary arithmetic is so thoroughly covered in Plan A in the Course of Studies that I'm going to say little about it except to recommend it very highly. I first used it as outlined in the Course of Studies for addition and subtraction three years ago and the results were so exceptional that I made similar sets for multiplication and division and have used them ever since.

In division two and three the first thing to be done is to divide the text into daily units of work and supply all the answers.

Each child has a progress card in a file which he has access to at any time. Once a week I mark the next five days' assignments on each card, putting down what I think each child can accomplish. When a day's work is completed one of the other children marks it, and enters the results on the card. Occasionally I check the marking.

Class instruction is given only when several children are having the same difficulty. Ordinarily I am at my desk ready to be consulted about any difficulty, or about new work which is not fully understood. Thus no time is spent on topics the children know or can learn themselves and the teacher has an accurate check on each pupil's difficulties.

For testing, the grade seven and eight books are ideal as they contain regular achievement and diagnostic tests and give the time required and the standards to be attained. Unfortunately in the Number Highways these tests have to be made by the teacher.

The progress card I divide into four columns, the first one for the page or unit of work, the second for the date I would like it to be finished, the third for the mistakes when it is corrected, and the fourth for the date when it is finished with every question correct. The first two columns I fill out beforehand; the second two are filled by whoever marks the work.

President and all members to be notified by the Secretary.

DELIA-CRAIGMYLE

The Delia-Craigmyle Sub-local met at Mrs. Chase's home, Delia, on April 1st. The local had hoped to appoint a delegate to attend the Easter Convention in Edmonton, but those present were unable to go. Topics discussed were: Certification of Teachers, and the Pension Bill. The Delia teachers provided refreshments. The May meeting will be held at Surprise School, May 13.

EGREMONT

A meeting was held at Egremont at the home of Mr. and Mrs. E. J. Anglin on March 25. The resolutions for the Easter Convention were discussed. Mr. Wm. Klufus was elected as delegate for the Easter Convention. The Egremont Sub-local will be sponsoring a Banquet and Dance on May 20th. The executive will be in charge of arrangements. Teachers who have been absent from former meetings are cordially invited to attend.

FAIRVIEW

The Fairview Sub-local held its monthly meeting at the home of Mrs. Crone on April 1st. The regular business was dealt with in the usual manner. A great deal of time was spent in discussing the various resolutions sent in by the

Locals of the whole Province to be voted upon at the Easter Convention. Mr. Dickie was nominated as representative for the Fairview Sub-local on the Athletic Committee. Mr. Oliver attended an invitation to the teachers to hold their next meeting at his home. Following the business meeting a very delightful lunch was served. The next meeting will be held on May 6.

FOREMOST

The regular meeting of the Foremost Sub-local was held in the Foremost School April 1, with twelve members present. Some time was spent in discussing the resolutions to be presented at the Easter Convention. The teachers went on record as being opposed to dividing the Festival into two days' performances. Mr. Simmons was chosen to act as a member of the bargaining committee. Mr. Folk consented to act as the other delegate to the Easter Convention. It was decided to hold a field day in Foremost on June 2. Mr. Bohnet, Mr. Simmons, and Mr. Conrad were chosen as the committee to look after the organization of it. The next meeting will be held on May 6.

GRANDE PRAIRIE

The regular monthly meeting of the local teachers in the Grande Prairie district was held in the High School on April 1st. Despite the bad roads some of the rural teachers were able

to attend. The main feature of the meeting was the discussion of resolutions for the Easter Convention. Judging by the number of resolutions the teachers of Alberta are greatly interested in the problems of education. Our two delegates for the Convention were Miss Mayer, Twilight School, and Mr. Freebury, Montrose School. Organization for the Local Elimination was briefly discussed. Mrs. Elicks also addressed the meeting in regard to the picture at the Capitol Theatre "Youth Marches On".

HAIRY HILL

An excellent attendance was registered at the meeting of the Hairy Hill Sub-local held on April 1st. The members came in various ways. One came with a sled, one with a wagon, one mounted, and others with buggies and democrats. The town staff walked. A discussion was held on the resolutions to be presented at the Annual General Meeting. The committees delegated at the previous meeting tabled their reports. After the lunch the members adjourned to the community hall where there was a concert put on by the pupils of the high school and the staff.

NOTE:—The Local news item for April from Hairy Hill was published under the heading WILLINGDON (the address of the Hairy Hill Press Correspondent) instead of under Hairy Hill. We offer our sincere apologies for this mistake and are repeating the news item below:

The monthly meeting of the Hairy Hill Sub-local was held in the New Hairy Hill School on February 25. Mr. J. Eurchuk reported upon all items which were discussed at the executive meeting. The executive decided to hold a Music Festival in May. Mr. D. Chrapko was elected as a Sub-local representative to take the course in Supervision of Reading this summer. Mr. P. Shavchuk was elected as a delegate to the Alberta Teachers' Easter Convention. After many open discussions of all and any problem, the teachers congregated at the residence of the Hairy Hill lady teachers, where they were treated to a delicious lunch. The next meeting will be held on April 1st either at Frouth or Hairy Hill, depending on the weather and roads.

HANNA

The Hanna Sub-local held its regular monthly meeting on April 1. It was moved that this be the last meeting of the Sub-local until the fall. Mrs. Furdy had her primary class present a play, "Mother Goose and Her Friends", a culmination of a recent enterprise. This was very well done. Miss D. Dawson gave a talk on "Useful Hints for Rural Teachers", she also read a letter from Australia which was of much interest. Dr. G. H. Wade addressed the meeting, speaking on "Human Sanitation".

HEISLER

The meeting of the Heisler Sub-local was held in the Heisler High School on March 4. A lively discussion centred on the Musical Festival and Summer School courses. Two resolutions were prepared to be sent to the head office of the association. It was resolved, (1) that a Summer School course in Primary Education be offered in Calgary and (2) that more of the optional courses for teachers be offered through correspondence.

HIGH RIVER

The High River Sub-local held a meeting on April 1st for the purpose of discussing resolutions and business concerning the Easter Convention. Mr. G. W. Harper and Mr. I. Casey were elected to act as delegates. Mr. Casey taking the place of Mr. T. Wilcox who was unable to attend. The meeting then discussed resolutions, special interest being shown those regarding the Pension scheme and Certification of Teachers.

HOLDEN

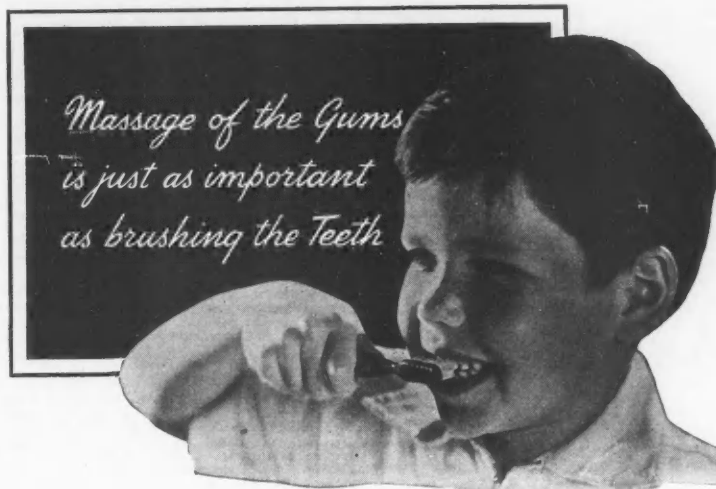
A meeting of the Holden Sub-local was held in the Holden School on March 24. Mr. Wm. Osgrodnick was chosen as delegate to the Easter Convention. Miss O. Thrasher, Miss A. Parsons and Mr. Wm. Osgrodnick were appointed as committee to arrange for the local Games Elimination for the Spring Track Meet. A contribution was made to the Holden Divisional Teachers' Library.

LETHBRIDGE

During this term, the Lethbridge Sub-local planned to have every other monthly meeting in the evening, to be held at Central School at 8 p.m. With the business discussion followed by the lecture of a guest speaker, the arrangement has proved most enjoyable to the members.

In October the guest speaker, Mrs. J. Kain, discussed the present conditions in her country—Yugoslavia—mentioning the government; comparing fashions; and displaying many clever examples of handicrafts. At the conclusion, refreshments were served by the staff of the Collegiate Institute.

In January guests were invited, and the Galbraith School Staff (en masse) served lunch. The guest speaker, Miss Hazel Watson, of the Westminster School staff, outlined her trip to Europe (1938) by showing pictures taken with her moving-picture camera. Many of these were in color, and this fact, in conjunction with



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Miss Watson's interesting explanations, created a most realistic impression.

In March, members and their guests enjoyed the hospitality of the Bowman School staff. The guest speaker was Mr. E. C. Cameron, secretary of the Y.M.C.A. His topic—"Developing Your Personality"—was indeed entertaining. References to interesting books on the subject were made and many helpful suggestions were discussed fully. Mr. Cameron concluded the evening in a novel manner by having his audience join in a written "Quizz Personality Test", which, when checked and the results given, added amusement to an enjoyable and instructive lecture.

In May the meeting will be an evening session, and members will hear the reports of their delegates to the Easter Convention. As this will lengthen the business meeting, no arrangements are being made to include a guest speaker. This will be the final session until the fall.

LOUGHEED

On April 1 the Lougheed Sub-local held a meeting to discuss matters pertaining to the coming Festival on May 4th, and to hear reports from the Festival Committee. The names of the adjudicators for Drama, Elocution, Music and Physical Training were approved. Four buildings suitable for housing Festival participants were located. The approximate cost of the Festival was calculated and approved. All entries were given a time limit of April 22nd for the convenience of the Programme committee. Mr. Kenneth Porter was appointed delegate to the Easter Convention. Mr. Clark then introduced the guest speaker Mr. White, who gave a very beneficial and entertaining exposition of several pieces of Festival music. An expression of thanks was given by the assembly, and then everyone retired to the lunchroom where a delicious lunch rounded out the day's meeting.

LOUSANA-DELBURNE

A meeting to form a new Local, called Lousana-Delburne Local was held in the Lousana School, March 25. The following officers were elected: President, Mr. J. W. L. Henly-Lewis, Lousana; Vice-President, Mr. W. McLean, Delburne; Secretary, Miss Agnes M. Lynas, Lou-

sana; Press Representative, Mr. W. P. Smith, Lousana. A talk on Salaries was followed by a lunch served by the ladies.

MILLET

The March meeting of the Millet Sub-local was held at the Millet School on March 24. Some helpful hints on the teaching of Arithmetic were given by the two local teachers, Miss D. E. Miles and Miss J. Cockbain. Problems were then discussed and ideas exchanged, after which the meeting adjourned. At the next meeting the speakers will be Miss M. von Arx and Miss M. Gillies on Enterprise, and Mr. T. D. Baker on Social Studies.

RED DEER

The Red Deer Sub-local has been functioning since early fall with the following officers: President, Mr. C. Gaskell; Vice-President, Mr. D. C. Dandell; Secretary-Treasurer, Mr. C. J. Everest; Press Correspondent, Miss Isobel Murray; Convener of Programme, Miss E. McMurtry; Entertainment, Miss Mary Graham, Mrs. N. M. Aylesworth. At an early meeting Mr. L. A. Thurber, Inspector of the Red Deer Division, gave an enjoyable address on the New School Units. He pointed out that a unit was approximately 80 schools with five sub-divisions, each with a trustee on the Divisional Board. A discussion on salaries in the Rocky Mountain Division followed. In the latter part of March the Sub-local received a visit from Mr. Raymond E. Shaul, Vice-President of the Association. He discussed several matters including the new pensions bill, the larger units of administration, certification, and summer schools. The speaker very kindly answered many questions concerning these and other matters of interest. An outcome of his visit is that the Red Deer teachers are making application to form a local of their own similar to those of the larger cities of the Province. Mr. Arthur Allan and Mr. C. J. Everest have been chosen as delegates to the Easter Convention.

SEBA

The Seba Sub-local held its sixth meeting of the year at Seba Beach in the home of Mrs. Preus on March 10. Opinions and ideas were

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exchanged on Stony Plain Division Musical Festival which the majority of the members intend to enter. Silent Reading and individual problems were discussed. Correspondence dealing with Easter Convention was given special attention.

THORSBY

On April 22nd the Thorsby Sub-local held its meeting at the home of G. K. Mealing in Thorsby. Mr. Mealing, delegate to the Easter Convention, gave a report on the Annual General Meeting. A softball schedule was drawn up. A few suggestions regarding the annual June picnic were made. Refreshments were served at the close of the meeting. The May meeting will be held May 20th. A full attendance is again requested.

TOMAHAWK

The Tomahawk Sub-local held its regular monthly meeting on April 1st at the home of Mrs. R. Zutz of Limeson. Due to bad road conditions the opening of the meeting was somewhat delayed. However, following the order of business the copy of resolutions to be presented at the Annual General Meeting were thoroughly discussed and voted on thereby assisting the delegate Miss B. Rowan to voice the decisions of the group. A novelty dance is being held on April 28th in aid of the annual field day for school children in June. The Pensions Scheme for Teachers had to be tabled until next meeting when it will be studied further. Lunch was served by the hostess Miss R. Delsne and Mrs. R. Zutz.

VETERAN

A reorganization meeting was held at the beginning of the fall term with the following officers: President, Mr. T. McDonald; Vice-President, Mr. Sam Grey; Press Reporter, Miss O. Ulseth; Secretary, Miss A. Price. In the spring term of 1938 the Sub-local sponsored a Field Meet in Veteran the last of June, in which various country schools participated. It has been decided to continue with the same plans this year. The Local also prepared Test Papers in various subjects last June and these were sent to teachers who wished to have them.

At the first fall meeting a schedule was drawn up for future meetings. Papers by Mr. T. McDonald on "Social Studies" and Miss Berry on "Intermediate English" were very helpful. Miss Berry was elected by the District Association as the delegate to the Convention. Plans were made to help any organizations which might arrange for the school children to see "Their Majesties" in June. A joint meeting was held with the Executive of the District Association in March. Teachers names were suggested to act on the Salary Schedule Committee to meet with the Divisional Board in May.



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